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OPEN EDUCATION™ for a BETTER WORLD

Handbook for Educators

Adapted by **Natasha Maria Gomes**
Under the mentorship of **Geoffrey B. Cain**
With the support of Hub-Coordinator **Ajita Deshmukh**

Keep Calm and STEAM Ahead!

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2025

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4	1	18
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Preface from the Developer

This handbook has been brewing for a while, like a good cup of chai that gets better the longer it simmers. The ingredients: Social Emotional Learning, Arts, and STEM, were mixed a couple of years ago when I teamed up with a passionate tribe of educators: Ajita Deshmukh, Daisy Wadhwa, Ilavenil K, and Ambily Joseph. Together we cooked up a three-hour SEL course for a competition. It didn't quite win the prize, but like forgotten masala in the spice box, the idea never lost its flavour. It just needed a second boil.

Fast-forward to 2025 with the green light from my co-creators and the support of the 2025 Open Education for a Better World (OE4BW) program, I poured this idea into a fresh pot and reimagined it as a handbook. Enormous thanks to my mentor Geoffrey B. Cain, whose advice was like the sugar that makes the chai just right, and to Ajita Deshmukh, my co-creator and OE4BW hub coordinator, your brainstorming was pure ginger: strong, energizing, and impossible to leave out. And of course, heartfelt gratitude to the reviewers, who added the perfect finishing touch, like cardamom in the brew, making this resource ready to share.

And this handbook isn't just for schoolteachers. Whether you're 13 or 103, guiding a class, leading a community circle, mentoring young people, or supporting learning at home: you are an educator. And this handbook is for you!

We've designed it to work even when internet is patchy or devices are scarce, because good teaching, like good chai, should be enjoyed anywhere. For those with steady connectivity, an interactive version is being developed on Pressbooks. A special note of thanks to Sushumna Rao Tadinada, CEO of JustWrite Pressbooks, for hosting the handbook, much like placing a cup of chai where it can be seen and shared.

The best part of this project is that the publication of this handbook is only the beginning! If you create a doodle, a drama, a soundtrack, or a lesson plan using these ideas, share it with us! You'll be credited, and your contribution will add a new spice to the community pot.

So, pour yourself a cup, dive in, and let's make education not just brain food, but soul food.

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Foreword from the Mentor

As a teacher, instructional designer, and Open Education for a Better World faculty mentor, I am very excited about Natasha Maria Gomes' workbook. This guide highlights what is possible when you rethink how learning happens.

It showcases teaching methods that reshape the boundaries of STEM education through techniques like doodling, music, and drama. These approaches are not just enrichment. They are central tools for deeper understanding, engagement, and wider inclusion.

In this book, students don't memorize formulas or follow rigid procedures. They make meaning through movement, sound, and sketch. These methods activate learning, support neurodiversity, and invite a broader range of students to fully participate. You'll find examples of students diagramming processes, using rhythm to understand algorithms, and performing scientific concepts to connect theory to lived experience. These are effective, research-informed strategies that align with Universal Design for Learning and open pedagogy principles.

This guide values your role as a teacher and designer of learning. It supports you with sample activities, lesson plan templates, and frameworks you can adapt. You don't need to be an artist, musician or actor. You need curiosity, a willingness to empower your students, and a commitment to building flexible pathways to learning.

The work documented here is innovative because it recognizes that creativity and critical thinking are not separate skills, but deeply connected. It invites you to trust your students, and to trust yourself, to teach STEM in ways that are vivid, inclusive, and transformative.

You don't have to teach the way you were taught.

This guide will show you another way.

Geoffrey B. Cain, *M.S.Ed.*

Foreword from the Hub Coordinator

As a Hub Coordinator for Open Education for a Better World (OE4BW), it gives me immense joy to introduce this workbook by Natasha Maria Gomes. The OE4BW program thrives on ideas that challenge conventions and open new doors for learning. This handbook is a reflection of that spirit, where exploration, experimentation, and creativity meet pedagogy.

OE4BW has always believed that open education is not just about access to resources, but about enabling new ways of thinking and teaching. It provides mentors, mentees, and coordinators with the freedom to question traditional practices and to design bold, learner-centred approaches. Natasha's work is a guiding example of what happens when educators are encouraged to innovate within this open, collaborative environment.

This guide reimagines STEM education by weaving in doodling, music, and drama—not as add-ons, but as powerful pathways for inclusion and engagement. It demonstrates how open pedagogy empowers teachers to connect knowledge with lived experiences, making learning both meaningful and transformative.

As Hub Coordinator, I have witnessed how OE4BW projects like this one inspire communities of practice worldwide. They remind us that education is most impactful when it invites participation, values diversity, and cultivates creativity alongside critical thinking.

I warmly invite you to engage with this workbook not only as a set of teaching resources, but also as a testament to the possibilities that emerge when educators are trusted to experiment and learners are trusted to explore.

This is the promise of open education, and this is the journey OE4BW continues to champion.

Ajita Deshmukh, *Ph.D.*

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Frequently Asked Questions

What's this handbook all about, and why does it matter?

Imagine a classroom where doodling, music, and drama aren't just side notes; they're at the heart of Social Emotional Learning (SEL). That's what this handbook is all about: blending arts into core STEAM (Science, Technology, Engineering, Arts and Mathematics) subjects to make learning more human, engaging, and empathetic. SEL is more than just identifying emotions. It's about building spaces where learners feel and are seen, heard, and valued. By integrating arts into SEL, you're not just teaching skills, you're fostering community, creativity, and compassion. This handbook gives you practical ways to do just that!

Who is this handbook for?

If you're an educator, counsellor, or even a young adult supporting displaced teens, this handbook is for you. It's also for non-governmental and community organisations working in education and mental health, especially in crisis contexts. To keep things simple, we'll just call you all "educators" throughout this handbook.

How is this handbook meant to be used?

This handbook isn't something you read once and put away… it's more like a buffet where you can sample as per your requirements. After reading the first chapter, which gives you a quick look at SEL, you can explore any of the three arts-based chapters **in any order**:

Doodling

Music

Drama

Each chapter has

- reflection questions ,
- additional resources for reading , watching , listening ,
- examples and templates.

Whether you're looking for a quick idea or planning a full class session, you will find this handbook handy.

If you're using the

- **digital** version, you'll find clickable links.
- **print** version, just scan the QR codes to access the same materials.

Look out for these icons:

Pause and think about what's being discussed.

Read possible answers or ideas to help you reflect further.

These resources (like audio, video, or web pages) need an internet connection.

No internet? Don't worry. You'll find augmented transcripts of the videos and audios in the Annexure II.

Share your own creative work or lesson ideas, connect with others, and even receive feedback and recognition!

In what formats is the book available?

You can use this book in different formats:

- **PDF / Print version** (Best for limited or no internet): The PDF can be read on a device or printed. It also includes augmented transcripts in the annexures so you can use the book fully offline. The main text has links and QR codes that you can access later if you have internet. (Go to File > Download and choose PDF)
- Google Doc version (Best with steady internet or for Adaptation): Lets you
    - make a copy and store on your Google Drive (Go to File > Make a copy) or
    - download the book in other formats (Go to File > Download and choose epub, word, webpage, or another format.)
- Pressbook version (Best with steady internet): Includes embedded videos, hyperlinks and downloadable templates. Annotation feature is also enabled.

What does the licence assigned to the handbook enable you to do?

In addition, the CC BY NC SA licence given to this handbook permits you to:

- **Share:** Copy and share the material in any form and format.
- **Adapt:** Remix, transform, and build upon the content of this handbook.

Under the following conditions:

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- **ShareAlike:** If you remix, transform, or build upon the content of this manual, you must distribute your contributions under the same conditions.

Note that some of the resources to external sources may be copyrighted.

What outcomes can you expect from this handbook?

This handbook is like a toolkit filled with creative, practical ideas to blend arts and SEL into your teaching. By the end of your journey through its pages, you'll be able to:

- **Identify opportunities to integrate doodling, music, and drama** into **core subjects**, making lessons more dynamic and meaningful. *Achievement of this outcome will help you create engaging, arts-infused lessons that foster social-emotional skills.*
- **Design creative, context-specific activities** that use the arts to build empathy, communication, and self-awareness. *Achievement of this outcome will help you nurture learners' emotional intelligence while teaching core academic content.*
- **Develop SEL-based lesson plans** that blend creativity with curriculum goals, promoting holistic learning. *Achievement of this outcome will help you craft lessons that resonate emotionally while meeting academic standards.*
- **Empower your learners to express themselves** through the arts, fostering a positive and inclusive classroom environment. *Achievement of this outcome will help you build a compassionate learning space where every learner feels valued.*
- **Reflect on your teaching practices** by using guided questions and practical templates, refining your approach to SEL. *Achievement of this outcome will help you grow as an educator while making SEL an integral part of your teaching practice.*

Think of this handbook as a recipe book for creating thoughtful, creative classrooms where learners don't just learn… they grow. Let's cook up some SEL activities!

How does this handbook align with the Sustainable Development Goals (SDGs)?

This resource, part of the OE4BW 2025 project, is aligned with:

- **SDG 4:** Quality Education - Inclusive and equitable quality education for all.
- **SDG 3:** Good Health and Well-Being - Promoting well-being through creative expression.
- **SDG 10:** Reduced Inequalities - Encouraging inclusive teaching practices.
- **SDG 16:** Peace, Justice, and Strong Institutions - Building peaceful classrooms through empathy and understanding.

How has AI been leveraged in the creation of this handbook?

The handbook also includes activities that were thoughtfully co-created using few-shot prompting, leveraging free-version of tools such as ChatGPT 4 and Claude AI to ensure alignment with the learning objectives. All content was carefully reviewed and verified by the course developer for quality and relevance. Additionally, a few visuals included in the course were creatively designed using Dall.E and transcripts to video were created using Turbo Scribe to enhance the learning experience.

What are the types of resources used in this handbook?

Apart from including new Open Educational Resources (OER) in the form of videos, text and activities, this handbook reuses existing OERs.

Let's get started! Dive into the arts, spark those conversations, and make SEL a lively part of your classroom!

Chapter 1: Social-Emotional Learning-The Heartbeat of Learning

1.0. What will this chapter help you achieve?

By the end of this chapter, you will be able to

- **describe the concept of Social-Emotional Learning (SEL)** and its importance in the learning process. *Achievement of this outcome will help you lay a strong foundation for incorporating SEL strategies into your teaching.*
- **explain how the EMC² framework** (Empathy, Mindfulness, Critical Inquiry, Compassion) supports social-emotional growth. *Achievement of this outcome will help you design lesson plans that encourage empathy, critical thinking, compassion, and collaboration.*
- **identify the potential of arts-based methods** (doodling, music, drama) in enhancing SEL. *Achievement of this objective will help you effectively integrate creative practices into your lessons to boost learner engagement and emotional growth.*

1.1. What is SEL, and why does it matter?

Think of Social Emotional Learning (SEL) as the secret sauce that makes learning more than just academics. It's about helping learners develop the skills required to understand and manage their emotions, build positive relationships, and make responsible decisions. Imagine teaching not just with textbooks, but with heart and soul! SEL adds that human touch to STEAM (Science, Technology, Engineering, Arts, Math) education, making it relatable and meaningful.

1.2. What is EMC², and how does it work?

EMC² meaning Empathy, Mindfulness, Critical Inquiry and Compassion is like the four corners of a sturdy table. Developed by UNESCO MGIEP, it's a framework designed to balance critical thinking with emotional skills. Think of it as a compass guiding learners to be thoughtful, compassionate problem-solvers. When we mix arts with SEL using the EMC² framework, we're not just teaching facts, we're nurturing thinkers, creators, and change-makers.

To know more about EMC², scan this QR code or click here.

1.3. Why use doodling, music, and drama?

Picture this: You don't need to be the next Da Vinci to doodle, a rock star to use music, or a professional actor to incorporate drama. These three art forms are simple, flexible, and powerful tools that make SEL accessible. They don't just add a splash of creativity but they transform learning into a full-bodied, multisensory experience.

Ever caught yourself sketching random shapes during a meeting? That's **doodling**! It's an ancient art, older than writing . Doodling doesn't demand skill. It just needs a curious mind. It boosts comprehension, creativity, and focus. So next time you're scribbling in the margins, remember that you're practicing a skill as old as humanity!

Music sets the mood. It can turn a dull lesson into a dynamic experience. Whether it's using rhythm to teach maths patterns or melodies to explore emotions, music taps into our primal instincts. It's like adding a soundtrack to learning, making it immersive and memorable.

Dramatisation brings abstract concepts to life. It's like hitting the 'play' button on ideas. Learners step into roles, explore perspectives, and express emotions, essentially turning theory into practice. From reenacting historical events to role-playing social situations, drama makes learning stick.

Arts naturally tap into emotions and self-expression, making them a perfect match for SEL. When learners doodle, sing, or act out a scenario, they're not just being creative, but they're building empathy, reflecting on their feelings, and learning to work as a team. Separating them would miss out on the synergy that makes SEL so impactful.

To know more, consult the video or summary by PBS LearningMedia on Social and Emotional Learning: The Arts for Every Classroom, CC BY NC ND.

To watch the video, click here or scan this QR code.

The transcript of the video is made available on the webpage itself, just below the video.

The summary of the key points from the video are available in Annexure C1.1.3

1.4. How do STEAM subjects get richer when blended with SEL through doodling, music, or dramatisation?

Let's pause to first unpack the acronym STEAM. STEAM represents five areas of learning as noted in Yakman, G and Lee, H:

- **Science:** Understanding how the natural world works
- **Technology:** Human-made tools, systems, and innovations
- **Engineering:** Problem-solving through design, building, and testing
- **Arts:** Language arts, liberal arts (history, sociology, political science), and fine arts (music, drama, visual arts)
- **Mathematics:** Numbers, patterns, and relationships

The Challenge: Traditionally, these subjects are taught in isolation. Even within the "A" of Arts, language and liberal arts receive more time and weight in school curricula, while fine arts like music, drama, and visual art are often left on the sidelines.

Our Approach: This handbook advocates for two integrations

1. **Bring in the more accessible arts-based activities:** Use simple, accessible fine art and performing art activities such as doodling, soundscapes, and role plays to enrich every school subject.
2. **Weave in SEL:** Embed social-emotional learning across the curriculum instead of treating it as a stand-alone subject.

Think of learning like a workout: If you only lift weights with your arms, you'll have strong arms but a weak core, legs, and balance. That's what happens when students only train their "cognitive muscles" in STEAM subjects. They may excel at maths or science but miss out on creativity, empathy, and resilience.

Now, mix in SEL with doodling, music, and drama, and it's like doing a full-body workout. SEL is the personal trainer: it motivates learners to try, helps them work well with teammates, and reminds them that struggling is part of getting stronger.

The expected outcome: Instead of learners who are strong in one area but wobbly in others, you get balanced, confident, and resilient. They not only know formulas but can feel their relevance, empathize with real-world impacts, and collaborate to solve problems creatively.

In short, integrating SEL with the doodling, music and dramatisation in STEAM has the possibility to creates learners who are not just academically capable, but also emotionally intelligent and future-ready.

1.5. How does SEL make learning more inclusive?

SEL helps create a learning environment where every learner feels valued and supported. By incorporating arts, learners from diverse backgrounds can express themselves without relying solely on verbal skills. Whether it's through doodling, singing, or acting, arts offer multiple ways to participate and feel included.

1.6. What makes arts-based SEL relevant to the Global South?

In regions where access to digital resources can pose a challenge, arts-based SEL methods like doodling, soundtracks, or storytelling through drama, are practical and cost-effective. These methods draw from rich local traditions and practices, making them culturally relevant and sustainable in various educational settings.

1.7. Can you adapt these methods for different age groups?

Absolutely! Arts-based SEL is versatile. Younger learners could enjoy simple drawing activities or singing, while older learners can explore complex topics through role-playing or composing songs. The key is to match the activity to the developmental stage and interests of your learners.

1.8. When can you use these arts?

The beauty of these methods is their versatility. Use them inductively (to introduce a concept) or deductively (to reinforce learning) in formal or informal settings. You could integrate one art form or combine all three, depending on your goal. Whether it's a warm-up activity or an entire lesson, arts and SEL go hand in hand!

1.9. How can you start right now?

Start small. Don't wait for perfection, just begin and you will hone your skill.

- **Doodle:** Pick one key concept from today's lesson. Ask learners to draw a quick doodle of what it means to them (stick figures and scribbles welcome!).
- **Music:** Play a short song or sound clip that connects to your topic. Invite learners to share how it makes them feel or what it reminds them of.
- **Drama:** Use a simple role-play. For example, assign characters from a story or historical event and let learners act out a short scene.
- **Reflect:** Take a moment to ponder on the experience and make connections. Ask your learners: "What did you feel while doing this?" or "What new idea came to mind?"

The aim of starting small is to build confidence, yours and your learners' in using the arts as learning tools.

1.10. What will a class integrating SEL and Arts look like?

Think of it as teaching with an extra layer of emotion and creativity.

- Imagine teaching the water cycle, where learners **doodle** rain, rivers, and evaporation, then reflect on how water is a shared resource we must all care for.
- Imagine teaching about animal habitats, where learners create **soundscapes** of forests, oceans, or deserts, and discuss how those sounds make them feel: building empathy for living beings and the environment.
- Imagine teaching civics, where learners **dramatize** an issue in their community, practicing both citizenship and respectful dialogue.

With SEL: In each case, learners aren't just learning the subject. They're also practicing empathy, mindfulness, critical thinking, and compassion.

Stay curious, stay creative, and most importantly, stay human! The next chapters will dive deeper into how to put each of these arts into action. Let's make SEL as vibrant and lively as your classroom!

Chapter 2: Keep Calm and Doodle On

2.0. What will this chapter help you achieve?

This chapter will help you

- **Identify concepts of academic subjects** that can be used as elements in doodling for critical thinking and mindfulness. *Achievement of this objective will help you make abstract concepts more concrete and memorable through visual representation.*
- **Doodle subject-specific elements** with respect to SEL. *Achievement of this objective will help you promote creative thinking while reinforcing subject knowledge.*
- **Create activities/lesson plans** that incorporate doodling activities into academic subjects. *Achievement of this objective will help you design engaging, reflective exercises that boost both cognitive and emotional skills.*

2.1. What are doodles?

Doodles are those **spontaneous, instinctive sketches** that often spring to life when our minds are wandering or deeply focused. Think of them as brain fingerprints: unique, expressive, and full of personality.

Where do you usually spot doodles?

On notebooks? On napkins at a café? In the margins of textbooks? Or maybe on walls (courtesy of a toddler)?

Think about it. Doodles are everywhere, even when we don't notice them!

Now, have you ever caught yourself scribbling stars, spirals, or stick figures while on a call or in a meeting?
If yes, then, congratulations, you're a certified doodler!

Doodles don't have the polish of a professional artist's work, and that's okay! They **aren't about perfection, they're about expression**. Remember how toddlers draw on walls or random pieces of paper? Those squiggly lines may not make sense to adults, but they're pure storytelling for little ones. Our **prehistoric ancestors did something similar**: drawing on cave walls, long before written language was a thing. Those rough sketches weren't just art; they were survival guides, stories, and memories.

Doodles aren't just random marks; they're a universal way to make sense of the world. In fact, they've been helping humans learn, think, and communicate for centuries.

Kaumudi Sahasrabudde explains in her video (CC BY NC) the difference between doodling and sketching and illustrates **some simple doodling techniques** to get you started on using doodles for learning.

To watch the video, click here or scan this QR code. Note the video is in Hindi.

However, if you need the English translation of the video, or if you don't have access to the internet, consult the Augmented Transcript in Annexure C2.2.1.B.

Doodling is a useful tool in assimilating and learning new information. Sunny Brown **makes a case for using doodling to process complex information** in her Ted talk (CC BY–NC–ND 4.0).

To watch the video, click here or scan this QR code.

However, if you don't have access to the internet, read the Summary in Annexure C2.2.1.A. of this handbook.

Various studies (Gao et al., 2020) indicate that adding visuals support learning. However, studies also show that the benefits are even greater when learners create their own visuals because making a drawing, diagram, or map requires them to think deeply, organize ideas, and connect information. Active engagement in the learning process in key to better learning.

Doodling is a simple, quick and flexible way to make these visuals. They can be combined with tools like mind maps or graphic organizers to capture ideas and show relationships.

In this handbook, we focus on helping you as educators create doodles to support your teaching. More importantly, we also provide guidelines to help you get your learners to doodle themselves, since their active participation brings stronger learning outcomes.

2.2 Why doodle for EMC²?

Now, why mix doodles with empathy, mindfulness, critical inquiry, and compassion? Picture this: EMC² is like a balanced meal for the brain, with each component adding a unique flavour. Doodling is the seasoning. It makes these concepts more digestible and memorable.

- **Empathy**: Drawing how someone feels helps you see the world through their eyes.
- **Mindfulness:** Doodling grounds you in the moment, just like focusing on your breath.
- **Critical Inquiry:** Sketching out an idea forces you to break it down visually. No fluff, just facts.
- **Compassion:** When you doodle a person's story, you're not just illustrating, you're feeling it.

When you doodle, you're not just creating art, you're making meaning. Doodling isn't just for art class; it's for history, science, maths, and every subject where learners need to see and feel ideas.

2.3 Guided Practice: Concept-specific doodles

Before diving into the concept-specific doodling, take a moment to think about how doodles naturally appear in everyday life and educational settings. Doodles are everywhere, from the margins of notebooks to intricate digital sketches on special occasions. One place where you would frequently come across doodles is on Google's homepage. Google often commemorates important events, people, and concepts through creative and illustrative doodles.

Take a moment to reflect: How did the doodle creatively capture the essence of the concept? Was it through symbolic representation, humour, or a visual metaphor? Make a quick mental note of what made it effective.

If you're familiar with Google Doodles, think of one related to your field or any other K12 subject.
Example: *The Jan Ingenhousz Doodle on photosynthesis shows the sun, a plant, and* CO_2. To see this Doodle, click here or scan this QR code.

However, if you cannot access Google Doodles online, you may read the image description of Jan Ingenhousz's Doodle in Annexure C2.2.3.A.

Now, think of any other doodle you've come across that visually represents a concept.

You would have observed that the doodle shows an important moment in time, an invention, a creation, or explains an idea in a fun and simple way.

Let's explore a few concept-specific doodle ideas from different disciplines to spark your creativity.

2.3.1. Examples of doodles across subjects

Doodling, as a form of visual thinking, can be adapted to a wide range of academic subjects.

- **Doodle in languages**

You may have already seen how doodles are used for vocabulary building. The idea is to juxtapose the alphabet with an image of a word that starts with that word. This creates a strong visual association, making it easier for learners to connect sound, symbol, and meaning.

What to doodle?

To assist beginners of

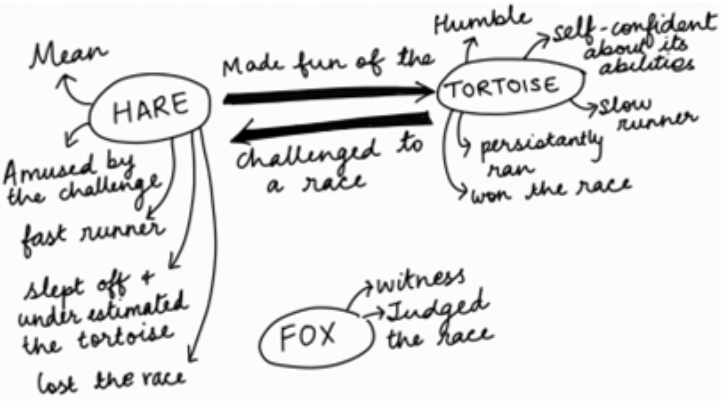
- the English language learn their vocabulary draw the alphabet 'g' with a bunch of grapes hanging off it like they're growing from the letter itself. Add the label: "g" is for grapes."

- the Hindi language, doodle the letter अ shaped like a vine, with grapes (अंगूर) hanging from it. Add the label: "अ से अंगूर."

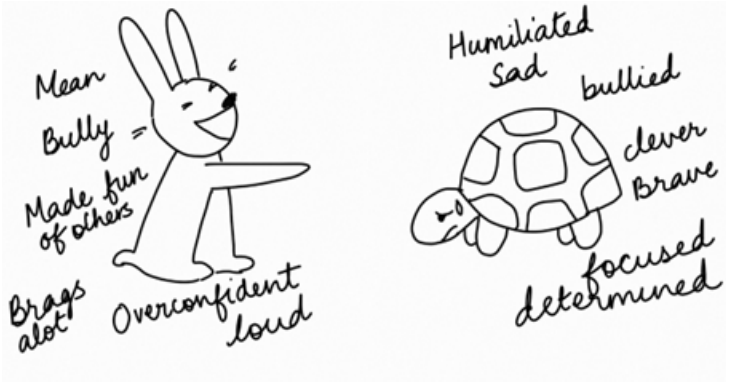
Further, in language studies, for example, consider a classic story like *The Hare and the Tortoise*. Another simple doodle may include sketches of the hare and tortoise with expressive faces, showing determination or overconfidence.

Speech bubbles could capture their thoughts, adding humour or emotional depth to the story. Doodling these characters can help learners not only visualize the narrative but also reflect on the moral lessons embedded within.

A possible doodle could also be **a mind map** that visually represents the characters and their relationships.



Through doodling, learners can add their own interpretations, exploring how empathy and mindfulness shape the characters' decisions. Learners can sketch their own feelings toward the characters as they read the story.

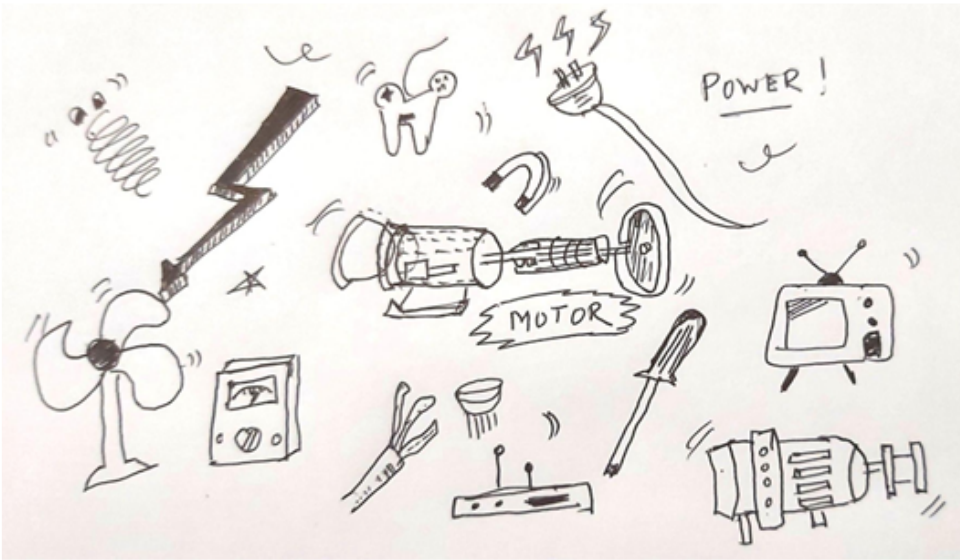


They may doodle how the hare's overconfidence contrasts with the tortoise's perseverance, or doodle the emotions felt by the bully and the bullied, or illustrate the emotions of both the winner and the one left behind, reflecting on themes of pride, patience, and resilience.

- **Doodle in sciences**

Now, let's shift our focus to science, more specifically, the concept of electricity. Imagine bringing this topic to life through doodling. Instead of just drawing technical diagrams, think about visualizing the elements of electricity in a more dynamic way.

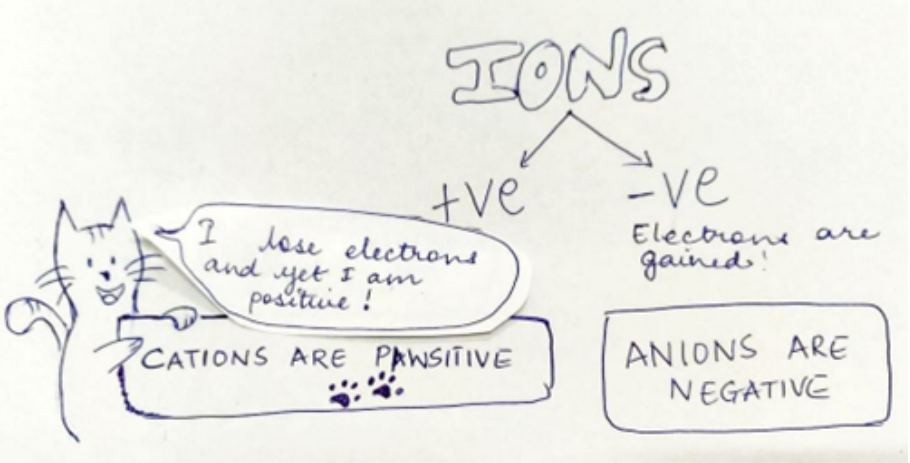
What to doodle? For instance, you could doodle motors, magnets, magnetic lines, wires, electric switches, and even representations of electric current. You may also include common devices that use electric motors, adding sound effects like phutt, splatter, or vroom to convey the machines in action. Think of tyres, rubber coils, and metal windings: all essential components that could be sketched creatively.



Bring doodles to life: Now, let's **give these elements some personality**! Imagine drawing a motor as a lively, buzzing character full of energy, while another motor may look tired and stubborn, refusing to start, or even angry and battered after heavy use. Metal windings could appear dizzy and coiled up, while wires could be shown as flexible connectors, complete with faces expressing how they "feel" when overloaded. This playful personification not only makes scientific concepts more relatable, but also helps learners explore how abstract elements like electric current can be creatively represented.

Doodling in science allows learners to visualize and enlist electric appliances rather than just writing their names. Some may even depict real-life challenges like a tired motor, a power outage, or a fire caused by electricity, drawing on personal experiences to make learning more meaningful and reflective.

Creative diversions through doodles can also make complex concepts more relatable. Take, for instance, a visual note on types of ions: imagine representing cations as a cheerful cat with a "pawsitive" attitude, complete with whiskers. This simple yet clever doodle not only adds a bit of humour but also helps learners remember that cations are positively charged.

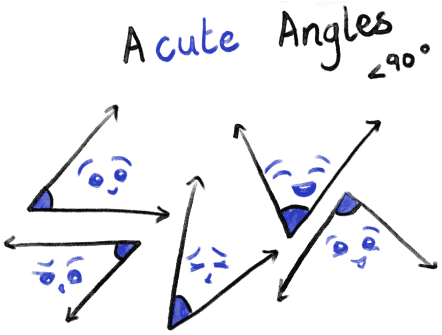


- **Doodle in maths**

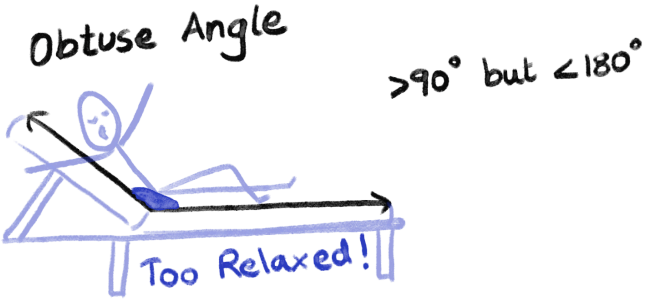
You probably already know that doodling can be effectively used as visual notes and in activity sheets to enhance retention and understanding. It's a great way to **break down complex concepts into simple, engaging visuals.**

What to doodle? Take, for example, a maths worksheet on types of angles. Instead of only presenting the abstract definitions, you can bring each angle to life with simple doodles and relatable characters.

- For an **acute angle**, you could imagine something cute and small, inspired by the innocence, charm, and simplicity of kawaii-style doodles.



- For an **obtuse angle**, you could draw it as a character lazily lounging around, stretching too wide, perhaps even a little careless or insensitive to what's happening around it.



By turning angles into playful characters, learners connect the idea of the angle with an image and personality, making it much easier to remember.

By incorporating such visual elements, you turn abstract maths concepts into something more approachable and memorable, making the learning process more enjoyable and effective.

You don't need to be an artist to doodle. Any scrap of paper and a pen will do just fine! Let yourself experiment and explore without worrying about perfection. Just remember, doodling for SEL isn't the same as sketching or drawing detailed diagrams. It's more about visual expression and making connections.

The versatility of doodling allows it to be used beyond the subjects mentioned here. You may find that a simple sketch or symbolic representation can effectively convey concepts in mathematics, history, or even philosophy. The goal is to blend visual creativity with academic content, making learning both meaningful and memorable.

- **Some more doodle ideas per subject**

Here are some creative ideas for using doodles in various subjects, blending content with SEL.

Science

- Emotional Water Cycle: Each stage of the water cycle: evaporation, condensation, precipitation; can be personified, showing excitement, calm, or even frustration as they change states.
- Plant Personalities: Roots, stems, and leaves depicted as a team, each with a unique role, showing how cooperation leads to growth.
- Force and Motion Reactions: Forces like push and pull as characters with strong, stubborn, or flexible attitudes, reacting to resistance or acceleration.

Technology:

- Tech Teamwork: Computer parts (like the CPU, keyboard, and screen) as a collaborative team, discussing data and processing together.
- Coding Buddies: Lines of code as friends, helping each other troubleshoot and solve problems.
- Digital Citizenship with Emotion: Illustrate scenarios where online interactions spark feelings like pride, embarrassment, or empathy.

Engineering :

- Perseverant Bridges: A bridge doodle where each beam and support represents determination and teamwork, holding the structure together despite challenges.
- Expressive Machines: Simple machines like pulleys and levers with faces showing effort, success, or confusion as they work.
- Emotional Engineering Process: The stages of design: planning, prototyping, testing, illustrated as a range of feelings from frustration to triumph.

History:

- Historical figures sharing their emotional journeys through challenges or with speech bubbles sharing perspectives and feelings.
- Historical figures across different periods interacting, showing empathy.
- Cause and effect relationships with emotional reactions to historical events.
- Historical conflicts with characters showing conflict resolution skills.

Geography:

- Landforms with personalities reflecting their characteristics.
- Map elements as a collaborative team working together.
- Weather patterns expressing different emotions and impacts on communities.

- Environmental issues depicted with characters showing responsible decision-making.

Literature:

- Story elements as characters with different roles and relationships.
- Character arc depicted as an emotional journey with obstacles.
- Dialogue bubbles showing perspective-taking between characters.

Political Science:

- Branches of government as teammates with different strengths.
- Civic participation depicted as characters working together.
- Policy development process showing perseverance and collaboration.
- Global issues with characters demonstrating perspective-taking.
- Rights and responsibilities personified with emotional awareness.

Maths:

- **Fraction Friends:** Imagine fractions as characters, each with their own feelings about being divided, some are confident halves, while others are nervous quarters!
- **Growth Mindset Number Line:** Visualize a number line as a journey, with markers showing small setbacks and big leaps forward.
- **Supportive Shapes:** Picture geometric shapes working together to build a structure: triangles providing stability while circles keep things rolling.

2.3.2. Your turn: Doodle your concept

Now that you've seen some examples, it's time to put your own ideas into practice.

- **6-Step Approach**

Step 1: Choose a topic or concept from your subject specialization. Pick a concept that could benefit from visual representation. Let's look at an example:

Subject Area: Science **Specific Concept:** Photosynthesis **Grade Level:** 5

Step 2: Plan Your Doodle: Think of the key elements in the doodle, and how they interact. Then add simple expressions, interactions, and characteristics to make the concept relatable.

Visualise the entire process of photosynthesis and see the interactions between different elements. ***List 3-5 key components of your concept that could be doodled.***

For the concept of photosynthesis the key elements would be Leaf, Sunlight, Carbon dioxide, Water, Glucose and Oxygen.

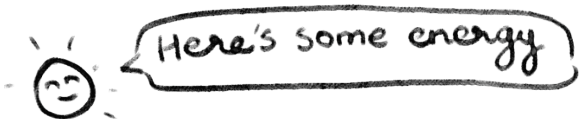
How will you make this concept relatable? Examples: Characters with expressions, Speech/thought bubbles, Metaphor/analogy, Humour, Real-world connections, others.
Turn the process of photosynthesis into an interaction.

- The Sun: A smiling sun beams down golden rays labelled "energy." The sun says: "Here's some energy!"
- The Leaf: A green leaf acts as a little "chef" or "factory worker" with a happy face, apron, and cooking pot.
    - The Leaf Chef adds in the pot: CO_2, H_2O, sunlight
    - Then the Leaf chef mixes and stirs the ingredients
    - Finally from the pot immerses Glucose: A happy sugar cube character waving, labelled "Glucose" and O_2: Oxygen bubbles floating up

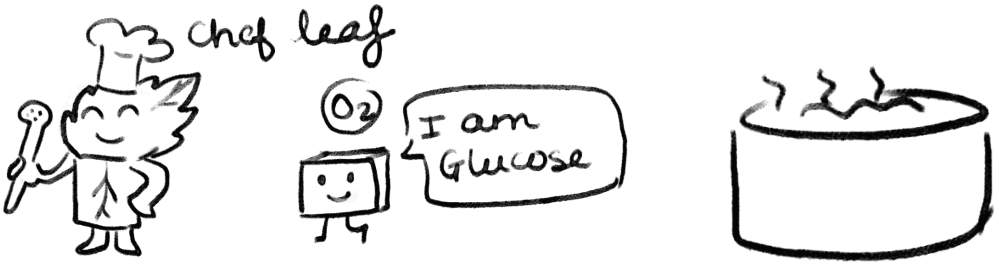
Step 3: Create Your Doodle: Use any tool like a pencil and paper, or digital tools like Inkscape, Krita, or GIMP. **Focus on simplicity: start with basic shapes and add details as needed.**

Quick Sketch Area: *Use this space for initial brainstorming.*

Basic shapes



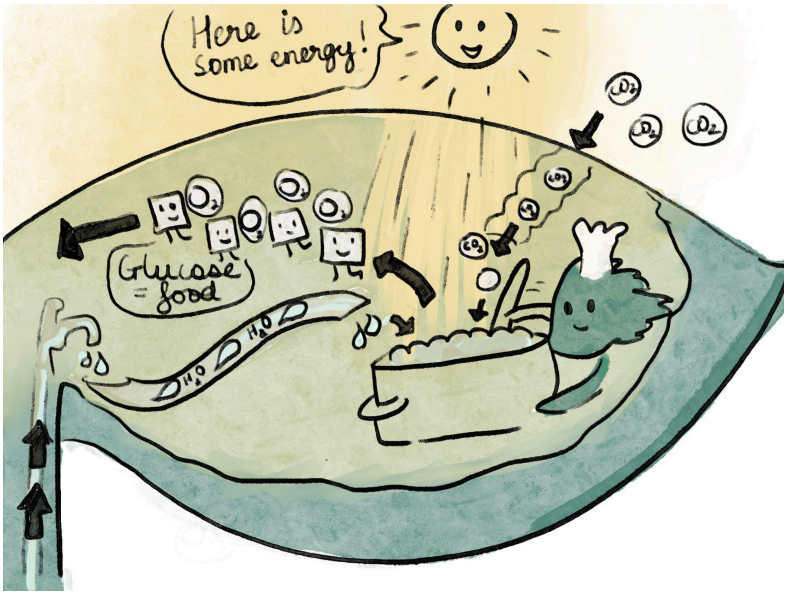
Some elements of the concept



Then put the elements together

Add details like labels and speech bubbles to convey interactions.

If required, add a dash of colour to highlight concept



Step 4: Evaluate your Doodle: Once you're done, ask yourself the following questions.

- Does it present conceptual information in a clear and pictorial way?
- Are the details relevant and accurate?
- Does it invite reflection or discussion?

If you answered yes to all, congratulations, you've successfully transformed a concept into a doodle.

- Conceptual information [Carbon dioxide + Water + Sunlight → Glucose + Oxygen] in presented in a pictorial way.
- The details are relevant.
- Yes, it invites discussion. (List of discussion questions added in Step 5)

Step 5: Implement in your teaching : Think about how you could **use this doodle in your teaching** to -

- introduce a concept, set a mood, begin a discussion, summarise a lesson etc.
- foster empathy, mindfulness, critical thinking or compassion
- get your learners to interact with or extend the doodle.

Introduce a concept: Before beginning the lesson on photosynthesis, I will ask my learners to observe the doodle and in groups discuss what they see.
Then I will explain the concept.

Interact with the doodle: After that, I will ask the learners to build on the doodle and add to the interaction between the Leaf chef and the glucose.

In order to foster SEL: some questions that learners can discuss

- What are the inputs and outputs?
- Why do you think the doodle shows the leaf as a "chef"? Is that a good metaphor? Could another metaphor be used?
- What happens if there's no sunlight?
- How do plants "take care of us" through photosynthesis?
- If the leaf is a chef, how does it feel to be working for everyone without asking for anything in return?
- How does thinking about the sun, air, water, and plants all working together make you feel connected to nature?
- What's one way you can show gratitude for the plants around you for their service?
- How does photosynthesis connect to bigger issues, like climate change or deforestation?
- What can we do to take care of plants, since they work so hard to take care of us?

Step 6: Share and Discuss: Share your work with others. Whether it's your learners or fellow educators, and see how they interpret your visual creation. Showcase your work here.

Keep in mind:

- Doodles aren't about perfection. They're **about expressing ideas**.
- Start **sketching without overthinking**, and let ideas flow naturally. You don't need many elements. Begin with a few and you can always add more elements later.
- Keep it **simple**! A quick, rough sketch can still capture the essence of a concept.
- Don't hesitate to add humour or imagination to make your doodle more engaging.

Incorporating doodles into teaching fosters creativity, critical thinking, and emotional connection. When used purposefully, doodles can bridge the gap between abstract ideas and practical understanding. So, grab a pen and let your imagination take charge and doodle on!

2.3.3. Template: Doodle your concept

Step 1: Identify your Concept

Subject:	Concept:	Grade:

Step 2: Plan your Doodle

List 3-5 key components of your concept that could be doodled.

How will you make this concept relatable? Examples: Characters with expressions, Speech/thought bubbles, Metaphor/analogy, Humour, Real-world connections, others.

Step 3: Create your Doodle

Remember to start with basic shapes and lines, focus on clarity over artistic perfection, add expressions or dialogue where needed and keep it simple but meaningful.

Quick Sketch Area: *Use this space for initial brainstorming.*

Finalise your doodle

Step 4: Evaluate your Doodle

1. Does my doodle clearly represent the concept? ○ Yes ○ Needs work
2. Have I included SEL elements that make it relatable? ○ Yes ○ Needs work
3. Does it invite discussion or reflection? ○ Yes ○ Needs work

Based on your evaluation, modify your doodle if required.

Step 5: Implementation plan

How will you use this doodle in your teaching? (Check all that apply)

○ Introduction to a new concept ○ Others:
○ Review activity
○ Discussion prompt

How would learners interact with or extend this doodle?

Step 6: Showcase your creation: You can upload it here or scan the QR code to share.

2.4. Plan for your learners to doodle

Integrating doodles into classroom activities can make learning more engaging and foster creativity, empathy, and mindfulness. The goal is not to rigidly follow a lesson plan but to give space for learners' ideas to flourish by encouraging them to create their own doodles. Use the following steps, sample plan and template outline as a flexible framework, allowing the class to evolve organically.

2.4.1. 6-Step Approach

Select a topic or concept from your subject specialisation and the duration of your class. Pick a concept that could benefit from visual representation.

Step 1: Identify the goals and objectives for integrating doodles into your subject. Think about how doodles can make concepts clearer and more relatable, while also allowing learners to express their understanding creatively.

Stick to a couple of 'do-able' and relevant objectives. Specify only integration objectives related to doodles. Note the materials that you would require for this class.

Step 2: Plan your introduction and/or initial instructions before introducing the doodling activity. This can include introduction of new concepts or revision of previously taught concepts.

Step 3: Design your prompts for getting learners to doodle: Make these as clear as possible. Learners may not be used to doodling, hence it may also be essential to showcase different kinds of lines/shapes that can be drawn. You may also model out a doodle.
Remind learners that doodles are not diagrams; they are personal, creative interpretations. Guide them with prompts but give them the freedom to explore their ideas.

Step 4: Describe integration of SEL: Indicate how learners would interact with the doodle to develop, hone and/or showcase empathy, mindfulness, critical thinking and compassion.

Step 5: Evaluate and implement your plan.

- Is the doodling activity aligned with the course content?
- Can the doodling activity be completed by the learners in the given time period?

- Does the doodling activity help the learners to achieve at least one of the following: empathize with concepts/characters, be mindful, display critical thinking and/or compassion?

Further, you may use this **single-point rubric added in Annexure I** to note your strengths or areas to improve through self or peer feedback.

Implement your plan and monitor learner participation:

- Are only a few learners involved, or is there broad participation?
- Are learners engaged or confused?

Be mindful of potential emotional triggers (e.g., topics related to water scarcity or pollution).

Record your observations and adapt accordingly for the next session.

Step 6: Share and Discuss: Feel free to share your plan with colleagues to inspire more creative approaches. You may also share your plans to the **online community of educators**.

2.4.2. Sample Plan

Kindly note that this is a rough outline and not a detailed lesson plan. At this ideation stage, it is okay to restrict the lesson plan to an outline, which lends much-needed flexibility and allows the class to evolve.

Title: Germination

Learning Objective: Learners will be able to: *[Only Doodle integration outcomes are specified here]*

- Identify key stages in the germination process.
- Create a doodle that visually explains the germination process.

Materials: Learners can use any materials they have: pens, pencils, or digital tools.

Steps for integration

1. **The educator introduces the process of germination to learners:** Briefly explain the germination process to learners. Discuss how seeds transform into saplings and the factors that influence this growth.
2. **Prompts for getting learners to doodle: In groups or individually, the educator asks learners to doodle using the following prompts :**
    - **Prompt 1:** What are the factors that affect germination? (e.g. water, sunlight, soil) Doodle the elements as characters interacting with the seed.

- **Prompt 2:** How does the seed feel during each stage of growth? Doodle the seed in different mental and emotional states (sleepy, determined, triumphant etc.) as it grows.
- **Prompt 3:** What qualities do the seed embody? Can we say that the seed is persevering? Can you compare the sapling to something else? For *example, visualize the seed as a warrior breaking out of its shell or as a dancer reaching for the sun.*

- **Prompt 4:** How do other elements like the sun, soil, and water support the sapling? Doodle this interdependence, showing cooperation and mutual support. *For example: The tender leaves and offshoots sway gracefully like early ballet dancers, while the rain clouds above play their rhythmic symphony, like musicians accompanying a delicate performance.*

Create a story through doodles by illustrating interactions between characters. *For example, imagine the sprouted seed politely asking a nearby pebble for support, as if seeking a helping hand on its journey to grow.*

3. **Using SEL elements :**
    - **Empathy:** Doodling the seed as a character allows learners to humanize natural processes. Imagining the seed's struggle to sprout encourages learners to empathize with the effort and resilience involved in growth. This perspective can deepen their understanding of perseverance in both plants and people, and helps build a connection with the natural process of germination.
    - **Mindfulness:** By observing the stages of germination closely and expressing them visually, learners practice being present and attentive. The doodling process encourages them to slow down and reflect on the gradual, purposeful transformation of a seed into a plant.
    - **Critical Inquiry:** Transforming the seed into a dynamic character helps learners question and rethink conventional representations. For example, they may explore why some seeds sprout more easily than others or how environmental challenges affect growth. This approach nurtures curiosity and analytical thinking.
    - **Compassion:** Personifying the seed as a vulnerable and determined being fosters compassion, as learners imagine what the seed might "feel" while pushing through the soil or struggling to find light. This can parallel human experiences of challenge and growth, helping learners identify resilience in both natural and social contexts.

It's now your turn to create your own integration plan. You can use the template below to structure your ideas.

2.4.3. Template: Plan for your learners to doodle

Topic:	Duration:

Step 1: State the learning objectives. *[Restrict to a couple of 'do-able' and relevant objectives. Specify only integration objectives related to doodles]*

Learners will be able to …

Step 2: Introduction of concept

Step 3: Prompts for getting learners to doodle:

Step 4: State the use of (at least one): Empathy, Mindfulness, Critical Inquiry, Compassion

Step 5. Pause and evaluate your plan before you share.

1. Is the doodling activity aligned with the course content?
2. Can the doodling activity be completed by the learners in the given time period?
3. Does the doodling activity help the learners to do at least **one** of the following: empathize with concepts/characters, be mindful, display critical thinking and/or compassion?

You may use a single-point rubric in Annexure I

Step 6: Showcase your creation: You can upload it here or scan the QR code to share.

Chapter 3: Keep Calm and Jam On

3.0. What will this chapter help you achieve?

This chapter will help you

- **Identify music and musical pieces** that align with academic topics, focusing on Empathy, Mindfulness, Critical Inquiry, and Compassion. *Achievement of this objective will enable you to thoughtfully select music that supports SEL.*
- **Curate or create basic soundtracks** to enhance understanding of topics and emotional connection. *Achievement of this objective will empower you to develop creative musical content that resonates with learners and deepens their engagement with key concepts.*
- **Design classroom activities/lesson plans** that encourage learners to compose or adapt music related to academic themes, and integrate music into teaching as a tool for SEL. *Achievement of this objective will help you foster creativity and critical thinking, allowing learners to express ideas through music while building their SEL skills.*

3.1. What kind of music?

Music is not just a collection of sounds; it's a powerful medium that conveys emotions, tells stories, and sets the atmosphere. We use music as background track to movies and plays, we also listen to energising songs when we exercise or soothing songs when we want to feel calm.

To understand the diverse ways music can be used to facilitate learning, let's start by analysing a **podcast** (CC BY NC SA) by Ajita Deshmukh **based on Kekulé's discovery.** While listening, ask yourself the following:

- Did you notice how different types of music are used to depict the historical setting?
- How does the music build the atmosphere of England during Kekulé's time?
- Are there sounds that mimic laboratory equipment, contributing to the scientific setting?
- How does the music reflect the emotions of the characters or the tempo of the story?
- How does the tempo changes to suit the story's progression and the narrator's tone?

To listen, click here or scan this QR code.

Read the description in Annexure C3.3.1.A.

Now, take a moment to imagine the same story without any sound. Can you sense the difference?

The absence of music would make the story feel flat and less engaging, proving how crucial sound is in storytelling. This podcast is more than a story; it's an invitation to explore how sound can animate science, history, and imagination. Each carefully chosen audio cue sets the tone, enhances understanding, evoking place, process, and thought.

The sound of music

Music is not limited to classical compositions or studio-produced tracks. It comes in myriad forms, from the chirping of birds to the rhythmic tapping of raindrops.

You don't need to be a professional musician to create meaningful music. Everyday objects can serve as instruments. Imagine the clinking of glasses, the tapping of a pen, or the hum of a fan.

For instance, you can create a **water xylophone** using glasses filled with varying amounts of water to produce different pitches. This simple setup can be used not only to teach musical notes, but also to illustrate mathematical concepts like fractions.

To watch and listen to this **water xylophone** (CC BY NC SA) by Daisy Wadhwa , scan this QR code or click here.

Read the summary in Annexure C3.3.1.B.

Using **homemade instruments** allows us to explore the connection between sound, science, and creativity in a tangible way.

To watch and listen to a **recreation of a famous Bollywood song** using household objects by Deepak Poojary, scan this QR code or click here.

3.2 Why music for EMC²?

You would already know that music and songs has been used in language learning for a very long time, from nursery rhymes in primary education to study of contemporary songs in foreign language learning. Music can also serve as a bridge between cognitive learning and social-emotional growth (Váradi). Integrating music into education can foster:

- **Empathy:** Music evokes feelings and helps learners connect with diverse perspectives.
- **Mindfulness:** The rhythmic and melodic aspects of music encourage presence and awareness.
- **Critical Inquiry:** Analysing musical elements sharpens analytical thinking and interpretation skills.
- **Compassion:** Music often carries stories of human experiences, fostering understanding and kindness.

By embedding music into lessons, educators can transform abstract concepts into sensory experiences. Whether through singing, listening, or creating, learners can explore academic topics with deeper emotional and intellectual engagement.

3.3. Guided Practice: Concept-specific music

Music motivates, reinforces, and deepens learning of social-historical facts, promotes equity, social justice, and empathy. Music has the unique ability to elevate experiences by evoking emotions. Integrating music into classroom activities can create an engaging atmosphere, but the key lies in identifying the emotional impact that the chosen music will have. This process, often referred to as setting the ambience, can significantly influence how learners connect with content.

Think about how certain instruments or musical pieces naturally build specific moods. For instance, calming melodies with soft, sustained notes can create a relaxed and focused environment, while rhythmic, energetic tunes may inspire enthusiasm and motivation. Let's explore how teachers can integrate music into various subjects to enhance the learning experience.

3.3.1. Examples of integrating music across subjects

- **Music in mathematics/history**

Topic: Pythagoras Theorem / Greek Civilization
Objective: To set the mood before discussing the Pythagoras Theorem and to reflect on the cultural influence of the Greek civilization.

Stepwise implementation:

1. **Setting the scene:** Begin the class by playing an ancient Greek musical piece like a soothing lyre composition (for about 2 minutes).

   To listen **to the ancient Greek audio track** , scan this QR code or click here.

2. **Storytelling:** Narrate the story of Pythagoras and his contributions to mathematics while keeping the volume low.
3. **Problem-Solving with Ambience:** Maintain the background music at a subtle volume while learners work on numerical problems, fostering a calm and thoughtful atmosphere.
4. **Intensifying the Mood:** Gradually introduce a piece with a more dynamic, warlike rhythm while discussing the challenges and conflicts faced by Pythagoras.
5. **Reflection and Closure:** Conclude the lesson by discussing the hardships of Pythagoras while playing a melancholic tune, allowing learners to empathize with the historical context. The effect of music is seen in the comments on the YouTube video.

2 years ago
I am literally taking notes on Aristotle for history right now 😂 😂 😂.
8
Reply
2 years ago
I am studying Ilias for my exams and this music just puts me in the best mood for this
5
Reply
2 years ago
Sameee

   Interdisciplinary Approach: In a co-teaching setup, the History teacher can extend the discussion to include Greek political turmoil, integrating both mathematical and historical perspectives.

Note: There will be moments when music doesn't quite fit, like when solving numericals or working through theorems. There may be learners who prefer to work without music, which is also fine. In such cases, look for the X factor, a story, an interesting incident, or an anecdote about the people and events behind the maths.

SEL Aspects: Empathy, Mindfulness, Critical Inquiry, and Compassion

- **Empathy:** As learners listen to melancholic music, they may connect emotionally with the struggles and achievements of Pythagoras. This has the

potential to deepen their understanding of his perseverance and the historical context of his discoveries.

- **Mindfulness:** Learners become aware of how the mood of the music aligns with the historical narrative, allowing them to stay present and reflective during the lesson.
- **Critical Inquiry:** Learners critically analyse how the music complements the historical narrative, questioning why specific tempos or melodies evoke certain feelings.
- **Compassion:** Reflecting on the life of Pythagoras through music encourages learners to think about the personal challenges faced by historical figures, fostering a sense of respect and understanding.

- **Music in social sciences**

Music can play a pivotal role in fostering historical empathy. Joseph Adragna explains how **songs from popular bands can be used to explore socio-political themes of a particular era** and develop critical thinking and historical empathy.

To watch this video, click here, or scan this QR code

Read the summary in Annexure C3.3.3.A.

By analysing the lyrics, learners were able to understand how music served as a medium for expressing public sentiment during significant events.

- **Music in languages**

Music, be it in songs or simple soundtracks offers a powerful gateway into language and emotions.

Songs: Songs combine rhythm, storytelling, imagery, and cultural references, making them a natural fit for both language study and SEL. We have used ideas from Boiron's pedagogical approach to songs and suggested step-by-step ways to use songs with lyrics and visuals.

Stepwise implementation for a music video:

1. **Listen without visuals:** Play the audio of a song without showing the video. Ask learners to focus only on the lyrics:
    a. What emotions are being expressed?
    b. What story is the singer telling us?
    c. Which words or phrases stand out?

2. **Discuss potential visuals:** Invite learners to imagine the visuals that could accompany the song.
    a. If you were directing a music video, what scenes would you include?
    b. How would you show the mood (joy, sorrow, nostalgia)?
3. **Watch the Official Music Video:** Play the song again, this time with visuals.
    a. Compare the official visuals with learners' imagined ones.
    b. Discuss how visuals enhance, change, or even contradict the lyrics.
4. **Language Study (Linguistic Analysis):**
    a. Identify tenses and verb forms used in the song.
    b. Examine choice of adjectives, imagery, and metaphors.
5. **SEL Connections:**
    a. **Mindfulness:** Active listening to lyrics helps learners be present and reflective.
    b. **Empathy & Compassion:** Song often express collective struggles, love, or loss, encouraging learners to connect emotionally with the experience of others.
    c. **Critical Inquiry:** Analysing songs promotes questioning for example on the choice of words, and perspectives of the artist(s)?

Note: If only the lyrics and/or audio track is available without the visuals, then ignore step 3.

Listening between the lines: In addition, selected songs that reference literature or culture can be powerful entry points to explore intertextuality or the connections between different texts/mediums. For example, Taylor Swift's "Love Story" references Shakespeare's Romeo and Juliet, opening discussions on how classical texts can be adapted into contemporary art.

Vocal for Local: Folk music, especially when sung in local languages, is another rich classroom resource. Using songs from learners' own cultural contexts not only builds cultural awareness but also strengthens connections between identity, tradition, and learning. For instance, Goa's Dekhni and Mando songs capture both joy and sorrow, while reflecting on local customs and social practices. Analysing Mando allows learners to see how language, culture, and emotions intertwine in everyday storytelling.

Soundtracks: Even in the absence of lyrics or visuals, soundtracks can be powerful resources in the language learning. They help set tone and ambience, just as illustrated in the example Pythagoras Theorem / Greek Civilization, as well as encourage learners to develop critical thinking, imagination, and emotional expression through storytelling.

Stepwise implementation of using a soundtrack for story Writing

1. **Set the context:** Explain to learners that they will practice their language skills by creating a story inspired by a soundtrack. Highlight that the focus is on imagination, descriptive detail, and use of grammar structures.
2. **Play the soundtrack:** Encourage learners to listen attentively, noticing the shifts in tempo, rhythm, or tone. Choose an instrumental piece or a soundtrack that evokes a clear mood (mysterious, joyful, suspenseful, etc.).

Option 2: To listen this soundtrack, CC BY, click here or scan this QR code.

The know details of sound effects in the audio track available in Annexure C3.3.3.B.

Option 1: To listen the instrumental piece by GoSoundtrack, Youtube CC licence, click here or scan this QR code.

3. **Brainstorm reactions:** Invite learners to share immediate words, images, or emotions that come to mind as they listen. This helps build a shared vocabulary pool for writing.
4. **Draft a story:** Either individually or in pairs, learners write an original story based on the soundtrack. Note: Educators may add constraints to guide the activity, such as: use past tense to recount the events, include at least one dialogue exchange, describe the setting in vivid detail.
5. **Share and reflect:** Learners may read their stories aloud or in small groups. Encourage peer feedback, focusing on both language use and creativity. Discuss how the same soundtrack inspired different narratives.

3.3.2. Your turn: Select your sounds

Now it's your time to experiment with selecting music for a concept/topic. Follow these steps:

- **6-Step Approach**

Step 1: Select a Concept/Topic: Choose an academic topic that could benefit from a musical element.

Step 2: Plan your Soundscape/ Music

1. **Identify** your Sounds/ Music: Visit open music repositories or select a track you find meaningful.

Here are some useful resources for finding free and open-licensed music:

- The Internet Archive,
- ccMixter: Remixes of CC-licensed music
- Free Music Archive: Library of high-quality, copyright-cleared music
- Musopen: Copyright-free music (and sheet music)
- Public Domain Music: Collection of music in the public domain
- Wiki Songbook for Free Music: A songbook for free music and a collaborative songwriting space
- WikiMedia Commons Audio: Audio files freely available for use

2. Listen to the chosen track(s) and note the emotions it evokes.

Step 3: Select your composition:

1. Make your final selection of sounds/music. You may choose one track, or a combination of tracks/sounds/music. Mark timestamps where the mood changes or intensifies. You may also select different sound clips as required and play them in a certain order.
2. Reflect on how these emotions relate to the concept you plan to teach.

Step 4: Evaluate your selected soundtracks

Once you've chosen your music, take a step back and reflect:

- Does it create the desired ambience or accurately represent the soundscape of the period or concept?
- Does it invite reflection, discussion, or a deeper emotional connection?

If the answer is yes, you've made a thoughtful choice!

Step 5: Implement in your teaching:

Think about how you could use the soundtrack/musical piece to

- introduce a concept, set a mood, begin a discussion, summarise a lesson etc.
- foster empathy, mindfulness, critical thinking, and/or compassion as shown in the above examples.
- get learners to interact with or extend this soundtrack/musical piece

Step 6: Share and Discuss:

Post your chosen music piece along with your observations. Showcase your work here.

3.3.3. Template: Select your sounds

Step 1: Identify your Concept

Subject:	Concept:	Grade:

Step 2: Plan your Soundscape/ Music

Identify your Sounds/Music: *Listen to the chosen track(s) and note the emotions it evokes.*

Step 3: Select your composition:

Note the number of tracks/sounds and the timestamps if required

Step 4: Evaluate your selected soundtrack(s)

1. Does the soundtrack(s) create the desired ambience or accurately represent the soundscape of the period or concept? ○ Yes ○ No
2. Does it invite reflection, connection or discussion? ○ Yes ○ No

Based on your evaluation, you may re-examine the musical selection if required.

Step 5: Implementation plan

How will you use this soundtrack in your teaching? (Check all that apply)

○ Introduction to a new concept ○ Others:
○ Review activity
○ Discussion prompt

How would learners engage with or extend this soundtrack/music piece?

Step 6: Showcase your creation: You can upload it here or scan the QR code to share.

3.4. Plan for your learners to use music

Integrating music into classroom activities can make learning more immersive and stimulate creativity, empathy, mindfulness, and critical thinking. The goal is not to rigidly follow a lesson plan, but to create a space for learners' ideas to flourish by encouraging them to explore and create their own musical expressions. Use the following outline as a flexible framework, allowing the class to evolve organically.

3.4.1. 6-Step Approach

Select a topic or concept from your subject specialization and the duration of your class. Pick a concept that could benefit from musical integration.

Step 1: Identify the goals and objectives for integrating music into your subject. Think about how music can make concepts more vivid and emotionally resonant, while also providing learners with opportunities to express their understanding creatively.
Restrict to a couple of 'do-able' and relevant objectives. Specify only integration objectives related to music. Note the materials that you would require for this class.

Step 2: Plan your introduction and/or initial instructions before introduction of the music/sounds activity. This can include introduction of new concepts, revision of previously taught concepts.

Step 3: Design your instructions for getting your learners to listen to music/sounds:

- Make these as clear as possible. Learners may not be used to analysing music, hence it may also be essential to show them how to analyse music.
- You may choose to make this an individual or group activity.

Step 4: Describe integration of SEL: Indicate how learners would interact with the music to develop, hone and/or showcase empathy, mindfulness, critical thinking and compassion.

Step 5:Evaluate and implement your plan.

- Is the music activity aligned with the course content?
- Can the music-related activity be completed by the learners in the given time period?
- Does the music-related activity help the learners to be mindful and empathize with concepts/characters, engage in Critical thinking and be compassionate?

Further, you may use this **single-point rubric added in** Annexure I to note your strengths or areas to improve through self or peer feedback.

Implement your plan and monitor learner participation:

- Are only a few learners involved, or is there broad participation?
- Are learners hesitant or confused?
- How does the music affect their understanding and engagement?

Record observations and adapt accordingly for the next session.

Step 6: Share and Discuss: Feel free to share your plan with colleagues to inspire more creative approaches. You may also share your plans to the **online community of educators**.

Note:

- Don't worry if initial reactions seem forced or hesitant. Learners need time to adapt.
- Make it a group project to encourage collaboration.
- Be mindful of the music's message and relevance to the concept.
- Creativity has no bounds. Let the learners explore and express!

3.4.2. Sample Plan

This plan can also be adapted for Geography (rivers), Science (water bodies), Economics (economic uses of rivers), or History (river valley civilizations).

Title: Rivers of India

Learning Objective: Learners will be able to: *[Only Music integration outcomes are specified here]*

- Identify folk music associated with rivers or water bodies.
- Map various types of folk music/songs along river systems.
- Recreate, remix, or perform the identified folk music or songs.
- Discuss the ethos and cultural significance of the music.
- Narrate stories of boatmen or other river-related folk tales.

Materials:

- Devices to access music/sounds online.
- Audio recording equipment (optional).
- Audio/video editing tools (e.g., Audacity) for creating and remixing sounds.

Steps of Integration:

1. **Introduction:**
    - Start the class with a soundscape of flowing rivers or water bodies. Engage learners by discussing how rivers are portrayed through sound and music.

- Introduce the river systems as per the syllabus, focusing on cultural aspects.
- Play relevant folk songs, classical music, instrumental music or songs related to films associated with rivers.

2. **Activity for getting learners to use music**
   - **Divide** learners into groups using the **Jigsaw method** of cooperative learning. Assign each group a specific river system to study and present.
   - **Encourage** learners to **map** different folk music styles associated with their assigned river. Learners can create or remix folk songs to reflect the identified river's cultural impact.
   - **Ask** learners to reflect on their selected soundtracks:
     - What emotions does the music evoke? Why did you choose this particular piece of music?
     - How does the music enhance the understanding of the river system?
   - **Incorporate** boatmen's stories or oral narratives within the musical presentations.
3. **Use of SEL components :**
   - **Empathy:** Understand the lives and emotions of people living by the rivers.
   - **Mindfulness:** Observe how music/sounds reflect river characteristics (flow, turbulence).
   - **Critical Inquiry:** Explore connections between river systems and local musical traditions.
   - **Compassion:** Create a collaborative music piece reflecting the river's story and human connection.

3.4.3. Template: Plan for your learners to use music

Topic:	Duration:

Step 1: State the learning objectives. *[Restrict to a couple of 'do-able' and relevant objectives. Specify only integration objectives related to Music]*

Learners will be able to …

Step 2: Introduction

Step 3: Activity for getting learners to use music:

Step 4: State the use of (at least one): Empathy, Mindfulness, Critical Inquiry, Compassion

Step 5: Pause and evaluate your plan before you share.

1. Is the music activity aligned with the course content?
2. Can the music activity be completed by the learners in the given time period?
3. Does the music activity help the learners to be mindful and empathize with concepts/characters, engage in Critical thinking and be compassionate?

You may use the single-point rubric in Annexure I .

Step 6: Showcase your creation: You can upload it here or scan the QR code to share.

Chapter 4: Keep Calm and Act On

4.0. What will this chapter help you achieve?

This chapter will help you to:

- **Identify opportunities to include drama techniques** in various academic subjects. *Achievement of this objective will help you creatively use drama to make abstract concepts more relatable and foster deeper understanding by connecting content with emotions and experiences.*
- **Select appropriate drama techniques and prepare a script** for enactment in class. *Achievement of this objective will help you develop structured and engaging activities that promote active participation and enhance content retention through role-based learning.*
- **Design directed practice** for role plays by learners. *Achievement of this objective will help you create interactive scenarios where learners can practice empathy, critical thinking, and problem-solving while consolidating academic concepts.*

4.1. What are the forms of dramatisation?

Theatre-based strategies have long being using to facilitate learning. Dramatisation includes all activities where learners act out, represent, or bring a text, idea, or event to life. There are many ways to incorporate dramatisation into education, but some of the most popular and easy-to-implement techniques are: monologues, dialogues, and narration.

Monologues

A monologue is a long speech spoken by one character. It often shows their private thoughts or feelings, almost like they are talking to themselves. Monologues are a powerful way to show a character's emotions, reasons, or point of view.

Watch as Osama Romoh performs a short **monologue** (Youtube CC Licence) in which the **word 'no' is said in a range of emotions.**

Click here to watch this Monologue or scan this QR code.

Here is a video of **Orlando's opening monologue from William Shakespeare's play *As you like it*** (Youtube CC Licence) . Watch by clicking here.

Dialogues

A dialogue involves spoken exchanges between two or more characters. It brings stories to life through interaction and helps portray relationships and conflicts. Dialogues are effective in role plays and simulations.

To listen to a dialogue titled '**Work**' click here or scan this QR code.

Narration

A narration recounts a story, often interspersed with dialogues or monologues to give context and depth to the characters' experiences. The narrator provides a guiding voice that helps the audience follow the storyline.

To listen to a story titled '**Mangoes**' click here or scan this QR code.

Tableaux

A tableau is a frozen picture where learners use their bodies to "freeze" into a scene . Learners stand still, without words, to represent an idea, a situation , or a feeling. It is often used as a starting point before acting out a full scene, or as a quick way to capture and reflect on ideas. They are quick to set up, need no materials, and can spark deep conversations.

According to Jessica Del Vecchio, tableaux work well across subjects: literature, history, social studies, even science (to represent systems or processes).

To read Vecchio account of the use of activities inspired by Augusto Boal's Image Theatre, click here or scan this QR code.

By using these forms of dramatisation, you can bring classroom content to life, helping learners experience concepts emotionally and intellectually.

Activity: Bring objects to life through dramatisation

1. **Look closely** at the doodle and pick one object that captures your attention.
2. **Imagine that you are this object**, but with thoughts and feelings. Consider a typical day in your life as this object. What would you be experiencing? How do you feel at a particular moment during the day?

Summer Time by Kaumudi Sahasrabuddhe, CC BY NC

3. **Express yourself in words:**
    a. **Complete the sentence:** I am the (name of the object) and (describe your feeling and situation). *For instance: I am the parasol, and I am currently in a closet, feeling lonely, but I long to meet my bestie, the sun!*
    b. **Build on:** Add a backstory for the object, an autobiography or just more context, like the rationale for it's the emotional state
4. **Reflect:** Why do you think the object felt the way it did? What situation(s) would change what the objects' emotional state? How did it feel to step into the role of an inanimate object? What emotions did you discover while imagining the object's perspective?

This activity helps you practice dramatisation by giving voice to everyday objects, fostering empathy, creativity, and critical thinking.

4.2 Why dramatisation for EMC²?

Dramatisation is a powerful tool in education in general and social emotional learning in particular (Zakaria et al.; Goldstein). It taps into the core aspects of Empathy, Mindfulness, Critical Inquiry, and Compassion (EMC²). By bringing subjects and objects to life through role-play, monologues, dialogues, and storytelling, learners immerse themselves in different perspectives, fostering deeper understanding and connection.

- **Empathy:** Dramatisation encourages learners to step into someone else's shoes, whether it's a historical figure, a character from literature, or even an abstract concept. By embodying different roles, they gain insights into diverse experiences and emotions. *Example: Re-enacting a conversation between two*

historical characters helps learners feel the tension and motivations behind historical events.
This nurtures emotional intelligence, allowing learners to better understand and respect different viewpoints.

- **Mindfulness:** Performing a role requires focus and presence, which fosters mindfulness. Learners become more aware of their body language, voice modulation, and the emotions they portray.
  Example: A monologue reflecting a character's inner turmoil encourages learners to pay attention to subtleties in tone and expression.
  This practice of being in the moment helps learners develop concentration and self-awareness, essential for both personal and academic growth.

- **Critical Inquiry:** Through dramatisation, learners critically examine characters' motives, conflicts, and resolutions. They question why a character acts in a certain way or how different choices could change the outcome.
  Example: Analysing a scene from a play through role-play allows learners to question character intentions and consequences.
  This fosters analytical thinking and encourages learners to critically evaluate narratives and contexts.

- **Compassion:** When learners personify characters who are struggling or facing challenges, they develop compassion. Understanding the struggles of others through performance deepens their emotional engagement.
  Example: Acting out the thoughts of a refugee character in a social studies lesson can sensitize the *learners to issues of displacement and belonging.*
  This compassionate approach helps cultivate kindness and social responsibility.

Dramatisation not only makes lessons lively and interactive, but also cultivates essential life skills. It transforms passive learning into an active, emotionally rich experience. By integrating dramatisation, educators encourage learners to think deeply, feel empathetically, and respond compassionately, all while remaining mindful of their own emotions and expressions.

4.3. Guided Practice: Concept-specific dramatisations

It is often assumed that dramatisation is limited to subjects like Languages and History, but it can be creatively adapted to other disciplines like Mathematics and Science. Let's explore how dramatisation can be used effectively across subjects.

4.3.1. Examples of dramatisation across subjects

- **Dramatisation in languages and social sciences**

Subjects like Languages and History naturally lend themselves to dramatisation because they involve human characters and stories. Role plays, monologues, and dialogues can vividly portray historical events, historical figures or literary scenes, making them more relatable and memorable.

For example, the Hindi chapter on Jhansi ki Rani can be dramatized as showcased in this audio track by NCERT (Youtube CC Licence) with narration, dialogues and appropriate background music.

Topic: Ashoka

Possible dramatisation:

- Monologue: Ashoka reflecting on the destruction of Kalinga and the suffering of its people.
- Dialogue: A conversation during the battle and its aftermath.
- Scene Enactment: Ashoka embracing Buddhism and non-violence after witnessing the horrors of war.
- Tableaux: Key moments in the life of Ashoka can be portrayed.

As an example, listen to the audio recording titled "Ashoka of Magadha" (CC BY NC ND) directed by Sneha Ram by clicking here or scan this QR code.

The script of this play is available here (CC BY NC SA).

Reflection journal: It is advised to have learners maintain a reflective journal about their thoughts after the staging. Here are some reflection prompts:

- What emotions did Ashoka experience after witnessing the devastation?
- How did you feel when the battle scene began?
- How did the people of Kalinga feel after the war?
- How did Ashoka's perspective change post-war?

To deepen empathy and critical thinking, encourage learners to explore perspectives beyond Ashoka's, such as a courtier in the emperor's durbar, a common citizen, or a warrior coping with post-war challenges. This encourages learners to discuss complex issues, like the reintegration of military personnel into civilian life and the role of defence services in peacekeeping.

- **Dramatisation in science**

Some may think that Science has little scope for dramatisation. However, with creativity, dramatisation can humanize concepts and bring the stories behind discoveries, processes, and the environment to life.

Topic: Digestive System

Possible dramatisation:

- **Monologue:** A tired stomach lamenting its workload.
- **Dialogue:** The teeth and tongue discussing their roles in digestion.
- **Scene Enactment:** Organs debating their functions or molecules reacting in a chemical process.

Topic: Discovery of Radioactivity

Possible dramatisation:

- **Monologue:** Marie Curie reflecting on her journey of discovering radioactivity.

Here is an example of a Monologue (CC BY NC SA) enacted by Synora Dcosta.

You may read the transcript in Annexure C4.4.3.

- **Dramatisation in mathematics**

Mathematics, often perceived as purely factual, can also benefit from dramatisation by personifying mathematical concepts.

Topic: Geometry

Possible Dramatisation:

- **Dialogue:** A conversation between a **ray** and a **line** about their differences.
- **Physical Theatre:** Angles arguing on who is the best and most useful. You may read the script in Annexure R4.3.1.A.
- **Monologue:** The numeral zero express its frustrations about being misunderstood and undervalued, at the same time, it emphasises its role in mathematics. You may read the script in Annexure R4.3.1.B.

By giving mathematical entities a human voice, learners can see the subject from a fresh, creative perspective, making abstract ideas more concrete.

4.3.2. Your turn: Dramatize a concept or event

Now it's your chance to create a dramatisation based on a concept from your subject area.

- **6-Step Approach**

Step 1: Select a Concept/Topic:
Think of a topic that could benefit from dramatisation.

Step 2: Plan your dramatisation
Identify Characters: Decide who or what the focus will be (e.g., historical figures, scientific concepts, mathematical entities).

Step 3: Build the Context and **Draft the Script**

1. Create a brief storyline or setting.
2. Write a monologue, dialogue, or scene that accurately conveys the concept.
3. Maintain accuracy by making sure the dramatisation remains true to the subject.

Step 4: Evaluate your script
Before finalizing your script, ask yourself:

- Does the dramatisation present conceptual information accurately?
- Is the content relevant and factually correct?
- Does it invite reflection and discussion?

Further, you may use this **single-point rubric added in** Annexure I to note your strengths or areas to improve through self or peer feedback.

Step 5: Implement in your teaching:
Think about how you could use the dramatisation to

- introduce a concept, set a mood, or wrap up a lesson.
- foster empathy, mindfulness, or critical thinking, as shown in the above examples.
- How would learners interact with or extend this dramatisation?

Step 6: Showcase your creation here as a script, audio recording, or video, and include a reference to the original textbook passage you adapted.
Be creative and insightful, and remember: there's no limit to how imaginative your dramatisations can be!

4.3.3. Template: Dramatize a concept or event

Step 1: Identify your concept

Subject:	Concept:	Grade:

Step 2: Plan your dramatisation

Identify characters

Step 3: Build the context and **Draft the script**

Step 4: Evaluate your script

1. Does the dramatisation present conceptual information accurately? ○ Yes ○ No
2. Is the content relevant and factually correct? ○ Yes ○ No
3. Does it invite reflection and discussion? ○ Yes ○ No

Based on your evaluation, you may rework the script if required.

Step 5: Implementation plan

How will you use this dramatisation in your teaching? (Check all that apply)

○ Introduction to a new concept ○ Others:
○ Review activity
○ Discussion prompt

How would learners interact with or extend this dramatisation?

Step 6: Showcase your creation: You can upload it here or scan the QR code to share.

4.4. Plan for your learners to use dramatisation

Integrating dramatisation into activities fosters empathy, mindfulness, critical inquiry, and compassion. It encourages learners to creatively engage with academic content while reflecting on human and social aspects of the concepts they study.

4.4.1. 6-Step Approach

Select a topic or concept from your subject specialization, keeping in mind the duration of your class. Pick a concept that could benefit from dramatisation.

Step 1: Identify the goals and objectives for integrating dramatisation into your subject. Think about how it can make concepts more vivid and emotionally resonant, while also providing learners with opportunities to express their understanding creatively. Restrict to a couple of 'do-able' and relevant objectives. Specify only integration objectives related to dramatisation. Note the materials and props that you would require for this class.

Step 2: Plan your introduction and/or initial instructions before introduction of the dramatisation activity. This can include introduction of new concepts or revision of previously taught concepts.

Step 3: Design your instructions for getting your learners to use dramatisation: Provide instructions on identification of characters, plot, staging the drama and post-drama reflections. You may choose to make this an individual or group activity.

Step 4: Describe integration of SEL: Indicate how learners would interact with the dramatisation to develop, hone and/or showcase empathy, mindfulness, critical thinking and compassion.

Step 5: Evaluate and implement your plan.

- Is the dramatisation activity aligned with the course content?
- Can the activity be completed within the given time frame?
- Does this activity help learners empathize with characters, think critically, and reflect compassionately?

Further, you may use this **single-point rubric added in Annexure I** to note your strengths or areas to improve through self or peer feedback.

Implement your plan and monitor learner participation:

- Are only a few learners involved, or is there broad participation?
- Are learners engaged or confused?

Be mindful of potential emotional triggers (e.g., topics related to water scarcity or pollution).
Record observations and adapt accordingly for the next session.

Step 6: Share and Discuss: Feel free to share your plan with colleagues to inspire more creative approaches. You may also share your plans with the **online community of educators**.

Note:

- Use dramatisation as a tool for creative expression rather than a rigid performance.
- Adapt the dramatisation as needed; it doesn't always have to be elaborate or carved in stone. You and your learners can improvise in the moment and in the process hone creativity, collaboration skills as well as build confidence
- Encourage collaborative effort: different groups can handle research, scriptwriting, acting, or production.
- Balance creative freedom with academic accuracy.
- Use drama as a tool for creative exploration, not just as a performance for special occasions.

4.4.2. Sample Plan

Title: Formation of Water Molecule

Learning Objectives: Learners will be able to *[Only Drama integration outcomes are specified here]*

- Identify possible emotions of human and non-human characters in specific situations.
- Write monologues, dialogues, or scripts based on the scientific concept.
- Map the learning of the textual concept to the script.
- Discuss SEL in real-life scenarios, going beyond the textbook.

Steps for integration:

1. **Introduction:** Educators introduces the concept or topic.
2. **Steps for dramatisation**
    - **Identify the Characters:** In the formation of water molecules, the characters are Hydrogen atom, Oxygen atom, Temperature, Pressure, Volume (possibly a container).
    - **Create Dialogues and/or Monologues:** This could be a
        - Dialogue between Hydrogen and Oxygen.

        - Monologue from Temperature, Pressure, and Container, addressing the audience.
        - Convert the textual concept of bond formation, ion formation, hydrogen bonding, and the nature of bonds into the chosen format (dialogue/monologue).
    - **Review:** Educators and peers review the script for scientific accuracy and clarity.
    - **Staging the Dramatisation:** Learners perform their script.
    - **Post-Staging Reflection:** Discuss scenarios. Explore the consequences if water ceased to exist, linking it to water conservation, recycling, and economy, traditional water conservation practices.
3. **Use of SEL components:**
    - **Empathy:** Understanding past and present challenges related to water usage and conservation.
    - **Mindfulness**: Reflecting on the importance of water and environmental responsibility.
    - **Critical Inquiry:** Exploring the scientific process through creative storytelling.
    - **Compassion:** Realizing the impact of water availability on health, well-being, and socio-economic factors.

Showtime! It's now your turn. Plan your dramatisation by using the following template.

4.4.3. Template: Plan for your learners to use dramatisations

Topic:	Duration:

Step 1: State the learning objectives. *[Restrict to a couple of 'do-able' and relevant objectives. Specify only integration objectives related to Dramatisations]*

Learners will be able to …

Step 2: Introduction

Step 3: Steps for dramatisation:

Step 4: State the use of (at least one): Empathy, Mindfulness, Critical Inquiry, Compassion

Step 5: Pause and evaluate your plan before you share.

1. Is the dramatisation activity aligned with the course content?
2. Can the activity be completed within the given time frame?
3. Does this activity help learners empathize with characters, think critically, and reflect compassionately?

You may use this single-point rubric in Annexure I.

Step 6: Showcase your creation: You can upload it here or scan the QR code to share.

Concluding Comments

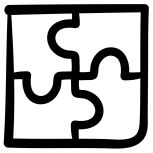
This handbook isn't meant to be the final word. It's an invitation: a starting point for creativity, collaboration, and growth. Now that you've explored ways to bring Social Emotional Learning (SEL) alive through doodling, music, and dramatisation, we encourage you to take the next step.

Try it out: Bring these strategies into your classrooms, workshops, or community sessions. Experiment with the activities, adapt the templates, and see how learners respond. Small steps can lead to big ripples of change. We would also love to know your experience!

Support: If you need help in incorporating the strategies mentioned in the handbook, we're just an email away. Don't hesitate to reach out, we'd be happy to assist you.

Review: Your feedback is precious. We invite you to review this handbook using the form in Annexure VII. Your comments will help us refine and grow this resource. And yes, your name will feature in the Reviewers' Credits section in the next edition (unless you prefer to remain anonymous).

Share: If you've found this handbook useful, pass it on! Share it with colleagues, learners, community members, anyone who would benefit from SEL and arts-based learning.



Contribute: Have you created doodles, soundscapes, scripts, or lesson plans inspired by this handbook? Share them with us! We'll host them in our online repository, credit you as the author, and ensure they reach a wider community of educators. Just let us know the licence (e.g., CC BY, CC BY-SA) you'd like to assign.

Dive Deeper: To explore the topics covered in this handbook further, you'll find suggested readings and courses listed in Annexure V.

This handbook is a living, breathing resource: by educators, for educators. With your creativity, stories, and contributions, it will only grow stronger.

Teach it. Feel it. Share it. Shape it.

Annexure I: Single-Point Rubric for Educator's Artistic Integration for SEL

This single-point rubric is designed to help you, as educators, reflect on and assess how well an artistic activity (such as doodling, music, or drama) is integrated into your teaching with Social and Emotional Learning (SEL) goals in mind. You may also ask your peer to evaluate your Artistic Integration for SEL

Areas of Improvement	Criteria	Areas of Strength
	Connection Subject and Art Form: The chosen art form (doodle/music/drama) clearly connects to a topic /subject/ concept and is factually correct.	
	Alignment with SEL Outcomes The chosen art form and related activity includes at least one SEL goal (i.e. Empathy, Critical Inquiry, Mindfulness, Compassion) that is meaningfully addressed.	
	Creativity of the Artistic Approach The creation is thoughtful, age-appropriate, and designed to invite engagement and expression.	
	Learner-centred Design: The accompanying activity encourages participation from all learners and offers space for diverse voices, abilities, and emotional responses. The activity includes moments of reflection or discussion that help learners connect the concept to real-life or emotional experiences.	

	Feasibility and Time Management: The plan is realistic in terms of resources, class time, and teacher preparation.	

Instructions on using this rubric

The rubric uses a strengths-based, growth-oriented feedback structure:

- **Areas of Strength:** "It Glows": Where the work shines! What exceeded expectations? What was creative, thoughtful, or impactful?
- **Areas of Improvement :** "It Grows": Where could the activity be refined or deepened? How could it become more inclusive, expressive, or aligned with SEL?

Step-by-Step Instructions:

1. **Review Each Criteria Row Thoughtfully**
   Read the description in the **center column (Criteria)**. This represents the **target or expected standard** for each area (e.g., Connection to Subject and Art Form, SEL Alignment, Creativity, etc.).
2. **Reflect on the Work You're Reviewing**
   Look at the lesson or activity plan and ask yourself:
   - Did it meet the target described?
   - Where did it go **above and beyond**? Where could it **grow or be enhanced**?
3. **Add Feedback in the Side Columns**
   - In the **Areas of Strength (left)**, write notes about where the work **"glows"**, this could include thoughtful connections, creative flair, strong SEL alignment, or inclusive design.
   - In the **Areas of Improvement (right)**, write suggestions or questions that help the teacher **grow** the lesson, maybe more student voice is needed, or clarity around time/resource feasibility.
4. **Use Positive, Constructive Language**
   Keep the tone encouraging and specific. Instead of "missing the mark," try:
   - *"Could grow by including more student reflection moments."*
   - *"Glows in the way it creatively blends drama and empathy to explore real-life conflict."*
5. **Encourage Educator Reflection**
   You are invited to self-assess using the rubric as well. You might identify your own glows and grows before receiving peer feedback. You may also return to it when revising or expanding your lessons. Use this rubric during planning, peer review, or final reflection.

Annexure II: Transcripts, Audio and Photo Descriptions

C1.1.3. Summary of video on SEL: The Arts for Every Classroom by KET

Summary created from transcript (CC BY NC ND) using ChatGPT inorder to facilitate understanding

[After you finish reading this summary, click here to return to subsection 1.3]

Main Argument: The arts are a natural and powerful tool for teaching Social and Emotional Learning (SEL) because they originate from and engage with emotional expression, empathy, and human connection.

Key Points:

1. **Arts and Emotional Expression:**
    - The arts (theatre, music, dance, visual arts) allow students to explore emotions, process life experiences, and develop empathy.
    - They provide a safe space for students to express feelings they might not otherwise articulate.
2. **Impact on Participation and Inclusion:**
    - Artistic activities often engage students who are otherwise quiet or withdrawn, helping them feel seen and included.
    - Creative expression offers alternative pathways into learning and builds student confidence.
3. **Teamwork and Social Skills:**
    - Participating in arts ensembles (e.g., music groups, drama troupes) fosters teamwork, communication, responsibility, and interpersonal skills.
    - These activities simulate real-life social dynamics and prepare students for community life.
4. **Empathy Through Theatre and Dance:**
    - Theatre encourages role-playing and perspective-taking, helping students to better understand others' emotions.
    - Dance, especially in structured disciplines like ballet, teaches mutual respect, time management, and boundary-setting.
5. **Practical SEL Strategies:**
    - Techniques like "emoji cards", "listen and imagine" with music, and "kindness cards" in PE encourage emotional literacy and reflection.
    - Music is used as a memory aid for SEL concepts (e.g., songs promoting self-regulation).

6. **Long-Term Benefits:**
    - Developing SEL skills through the arts leads to greater resilience, emotional intelligence, and stronger relationships.
    - These skills carry over into adulthood, benefiting personal, academic, and professional life.
7. **The Role of Teachers and Community:**
    - SEL through the arts requires a collaborative effort among educators.
    - Teachers are described as seed-planters who help nurture self-awareness and compassion in students.
8. **The Arts as a Vehicle for Change:** Art enables individuals to share their stories, challenge labels, and inspire change. One experience at a time.

Conclusion: The arts are not just enrichment. They are essential tools for building emotionally intelligent, empathetic, and socially connected individuals. Through creative expression, students learn how to navigate life's challenges and relate to others more deeply.

C2.2.1.A. Summary of TED Talk 'Doodlers, Unite!' by Sunni Brown

Summary created from TedTalk transcript (CC BY NC ND) using ChatGPT.
[After you finish reading this summary, click here to return to subsection 2.1]

Main Message: Doodling is not a distraction, it's a powerful cognitive tool.

Challenging Misconceptions: The speaker frequently encounters resistance to doodling in workplaces and schools. Culturally, doodling is often seen as lazy, unserious, or unintellectual. Historical definitions of "doodle" are negative (e.g., fool, to dawdle, to do nothing). Doodling is wrongly portrayed in the media as something people get "caught" doing.

Psychological Barriers: Freudian interpretations labelled doodling as revealing of inner psyche (misleading and unscientific). This has contributed to shame and hesitation around sharing doodles.

Redefining Doodling: "Doodling is making spontaneous marks to help yourself think."

Why Doodling Matters in Learning?

- Doodling helps people retain information better when listening to verbal input.
- It's not a symptom of distraction. It's a strategy to maintain focus.
- It supports creative problem-solving and deep information processing.

- It engages all four learning modalities: Visual, Auditory, Reading/Writing and Kinaesthetic. When combined, these enhance memory and comprehension, especially when tied to emotion.

Doodling Is Universal and Innate: Anthropological studies show that children worldwide develop visual logic in predictable stages. Suggests that doodling is a natural human instinct, not a learned distraction.

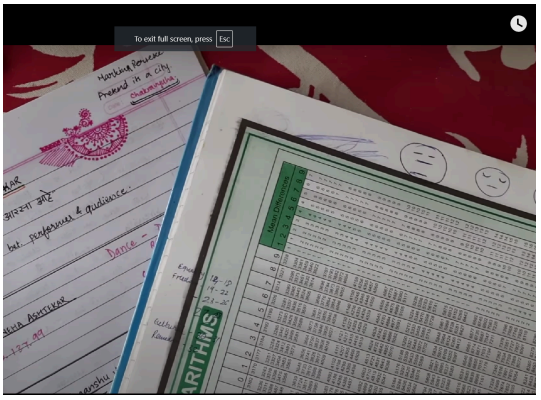
Doodling as a Creative Foundation: Many great works of art and architecture (e.g., Frank Gehry's Guggenheim) began as doodles. It acts as a gateway to visual literacy and creativity.

Conclusion: Doodling should not be banned, rather it should be embraced, especially in settings of high information load like classrooms, boardrooms, and even war rooms.
It is accessible, non-intimidating, and a powerful ally of intellectual thought. "The doodle has never been the nemesis of intellectual thought. In reality, it is one of its greatest allies."

C2.2.1.B. Transcript of video on Doodles by Kaumudi Sahasrabudde

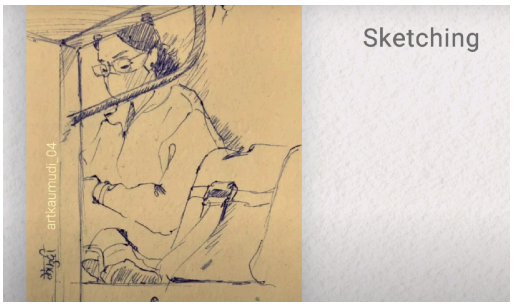
Screenshots taken from Youtube video (CC BY NC). The original video is in Hindi, below is the translation of the transcript in English generated with TurboScribe.ai and ChatGPT.
[After you finish reading this summary, click here to return to subsection 2.1]

You must have often noticed children drawing something or the other in their notebooks. This is called doodling. For example, when you're on a phone call that goes on for a long time and you still need to listen carefully, your hand automatically picks up any paper- maybe a newspaper or whatever is nearby and you start drawing. That's doodling.

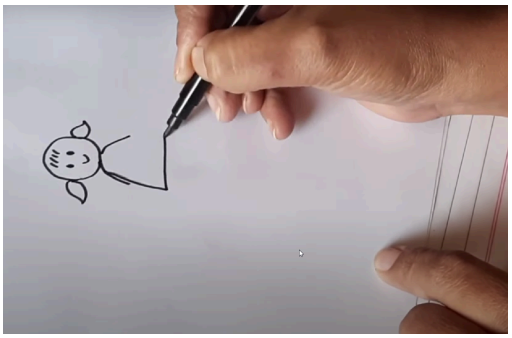


Now, if you're feeling upset or very low, and you start doodling, it brings you a lot of calm and helps you feel better.
You might ask: **what's the difference between doodling and sketching?** After all, both involve drawing.
In **doodling,** you draw whatever comes to your mind freely. You don't need to be a great artist or produce perfect drawings.

But in **sketching**, there is usually a clear concept or intention behind the drawing. For instance, if you are sketching a girl, you consider her age, what she's wearing, how her hair is styled, what expressions she has on her face: all these details matter. Proportion is also important in sketching.



In doodling, however, if you want to show a girl, just drawing a figure that looks like a girl is enough. If you want to show a tree, it should just resemble a tree. It's not necessary to indicate the girl's age or what kind of tree it is, or which fruit grows on it. These details aren't essential in doodling. That's why doodling is much easier and very relaxing.



Tips and Tools for Doodling: To doodle, you can use anything: coloured pencils, sketch pens, etc. But most often, doodles are made with pencils or black pens that make bold, thick lines. Doodles are usually simple and don't have too many details.

For example, if you are learning something about the Earth, you can use green colour to represent it. There are no restrictions on how you do it. You have complete freedom: you can draw whatever you like.

Your doodles can even have call-outs (like speech bubbles) to show someone talking. You can add different arrows, expressions, emojis, or even letters and words. Just like we doodle without much thought, if we look at it from another perspective and use it intentionally for a good purpose, it can be really useful.

For instance, I started doodling with the idea of "summer" in mind. When we think of summer, we think of the sun. So first I drew the sun. Then I thought of things related to summer: ice cream, umbrellas, sunglasses, cap, all of these came to mind, and I kept drawing them one by one. In this way, as thoughts related to the theme keep coming, you keep drawing, and eventually you create a clear visual theme around the topic you're doodling about. Similarly, if we use doodling for teaching, it can be a very useful tool. It can help children understand a concept more easily.

C2.2.3.A. Photo Description of Google Doodle dedicated to Jan Ingenhousz

Description of doodle generated with assistance from ChatGPT.
[After you finish reading this summary, click here to return to sub-section 2.3]

This black-and-white Google Doodle celebrates the 287th birthday of Jan Ingenhousz, the Dutch scientist who discovered photosynthesis. The artwork has a hand-drawn, vintage sketch style and integrates scientific imagery with the letters of the word "Google."

Here's a detailed description of the image for someone who is visually impaired:

- The "G" in "Google" appears on the far left and is stylized like a scientific sketch.
- To the right of the "G" stands a cartoon-like drawing of Jan Ingenhousz. He is shown in profile, facing right, wearing 18th-century attire including a long coat and a wig. His hands are folded behind his back.
- In place of the first "O" is a stylized drawing of the sun with rays extending outward, symbolizing sunlight.
- The second "G" and "L" are incorporated into a plant. The "G" is part of the stem, and the "L" is shaped like a small branch.
- The final "E" is at the base of the plant, resembling roots embedded in the ground.
- From the sun, arrows point toward the plant, illustrating the process of photosynthesis.

Scientific notations are included around the plant:

- "CO_2" (carbon dioxide) points toward a leaf.
- "H_2O" (water) is shown coming from the soil, indicated by droplets.

- "O_2" (oxygen) is shown coming out of the top leaf.
- "$C_6H_{12}O_6$" (glucose) is noted as a product of the process.

This image encapsulates Jan Ingenhousz's discovery that in the presence of sunlight, plants convert carbon dioxide and water into glucose and release oxygen- the foundational concept of photosynthesis.

C3.3.1.A. Description of Podcast Kekulé's Discovery by Ajita Deshmukh

Created based on the podcast (CC BY NC SA).
[After you finish reading this summary, click here to return to subsection 3.1]

This immersive audio experience begins with gentle instrumental music, setting the tone for a journey where imagination meets intellect. The host quotes Einstein about dreams and imagination and invites the listeners to wonder: Can the invisible structures of the universe be deciphered through dreams?
What follows is not just a story, but a soundscape. We slip into the world of Friedrich August Kekulé, the visionary organic chemist. As the narrative unfolds in the first person, Kekulé himself seems to speak and his memories are brought to life through vivid, layered background sounds.

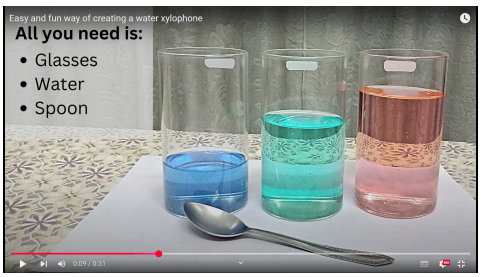
The hum of a busy street merges with the distant whoosh of atoms, imagined as they swirl and collide. A city bus passes. The scratch of a pencil across paper evokes his restless note-taking. Water drips rhythmically in the background, conjuring the quiet of a laboratory. A chair scrapes against the floor, fire splutters noisily in the fireplace, and thunder rolls as moments of revelation strike. A clock ticks insistently, echoing the urgency of discovery. All the while accompanying Kekulé recount how he arrived at the discovery of ring structures in organic chemistry.

C3.3.1.B. Description of video on Water Xylophone by Daisy Wadhwa

Description based on Youtube video (CC BY NC SA)
[After you finish reading this summary, click here to return to subsection 3.1]

To create a Water Xylophone you need
- Glasses
- Water
- Spoon

Fill the glasses with different levels of water.



Tap the spoon gently on the glasses to create a melody.

C3.3.3.A. Summary of Music in the Social Studies Classroom by J. Adragna

Summary created from Youtube transcript.
[After you finish reading this summary, click here to return to subsection 3.3.1]

Joseph Adragna, a passionate musician and history teacher, shares how he uses the music of REM, particularly the song "Cuyahoga", to teach high school American history. Despite never imagining this crossover, he now finds music to be an effective and memorable hook in the classroom, much like a catchy chorus in a song.

Why use songs in class?

- **Music as a Hook:** Just like memorable songs have unforgettable "hooks", engaging lessons need memorable elements. Music naturally provides that “hook”, students remember the tune, the feeling, and the content connected to it.
- **Building Historical Empathy:** Students often struggle with connecting emotionally to historical events. Songs help them develop historical empathy, they don't just memorize facts, they feel the significance of historical narratives.
- **Emotional and Personal Connection:** Music enables students to connect on both an intellectual and emotional level. Through guided listening, students react to lyrics, tone, and mood, fostering deeper engagement with complex topics (like Native American subjugation or environmental crises).
- **Engaged, Active Learning:** Students use tools like the PLA worksheet ("Principles of Listening and Analysis") to explore: Mood and theme, Lyrics, Historical context. E*xample: They research the Cuyahoga River fire (1969) after hearing about it in the song, uncovering environmental history through inquiry.*
- **Improved Retention and Confidence:** Students remember the song and content months later. They feel ownership over the material and gain confidence in discussing historical themes.
- **Flexible Assessment Opportunities:** PLA worksheets can be used for quizzes, assessments, or discussion prompts. Student-generated insights can inform future exam questions.

- **Fostering Passion and Curiosity:** The teacher's own passion for music becomes contagious. Students become passionate themselves by connecting new knowledge to something unfamiliar but engaging.

Key Takeaway: Using music in the classroom creates an emotional, memorable, and student-centred learning experience. Songs like "Cuyahoga" allow learners to explore complex historical themes while engaging with content creatively and critically.

C3.3.3.B. Details of Sound Track for storytelling by Natasha Gomes

Created using Canva and Pixabay Royalty Free audio (CC BY)
[After you finish reading this summary, click here to return to subsection 3.3.1]

Thunderclap followed by light rain... Sharp knock at the door twice.
Dull electronic buzz sound... Click of door...
Footsteps entering the inside the space... Person walking... sound of the rain subsides—
Person stops...pause... Faint sound of metal...Person continues walking...
Person climbs stairs... floor creaking ...
Person footsteps stops ... Sound of metal objects falling to the ground ... Sound of male scream in pain ... Sound of metal objects falling.
End of track.

C4.4.3. Transcript of monologue on Marie Curie by Synora Dcosta

Created from monologue (CC BY NC SA) using TurboScribe.ai
[After you finish reading this summary, click here to return to subsection 4.3]

I am Madame Curie. I am so blinded by the love of Pyle that I can see nothing but the red flames of love. Even this gold ring that he has gifted me doesn't shine anymore.
All that glitters is no longer gold. Oh, what has happened? There seems to be a power cut. All lights have gone off.
What shall I do? There's something shining over there. What is that? Has my heart popped out and it's burning with the flames of love? Let me go closer and have a look. Doesn't seem to be red.
Seems to be a green glow. Oh, it's not my heart. This is something else.
Let me call it radium.

Annexure III: Resources

R4.3.1.A. Script titled 'When Angles Argue'

Generated with ChatGPT -5, by Natasha Gomes, CC BY.

[After you finish reading this script, click here to return to subsection 4.3.1]

Title: "When Angles Argue"

(A classroom blackboard lights up. Different angles step forward, each eager to introduce themselves.)

Acute Angle: (bouncing with energy) Hi everyone! I'm Acute Angle. I'm small, sharp, and honestly… super cute.
Right Angle: (calm, serious) Cute? That's not important. I'm Right Angle, always 90 degrees, always reliable. Without me, no one could build houses or furniture.
Obtuse Angle: (stretching, lazy grin) Pfft, you two worry too much. I'm Obtuse Angle. I like being wide and laid-back. Chill is my speciality.
(They start arguing about who's most important.)

Acute Angle: (hands on hips) Well, at least I'm useful in triangles! Everyone loves a sharp angle.
Right Angle: (snapping) Useful? I'm the backbone of geometry! Ever heard of right triangles? Pythagoras basically wrote me fan mail!
Obtuse Angle: (mock yawning) Ugh, bragging again. You're so stiff! At least I bring variety. Who wants to be stuck at 90 degrees all day?

(Suddenly, Reflex Angle bursts in with flair.)
Reflex Angle: (dramatic spin) Step aside, little ones! I go beyond 180. I'm the biggest, the boldest, the bendiest!
Obtuse Angle: (laughing) Bold? Please. You're so over-the-top, even protractors can't handle you.
Acute Angle: (giggles) Yeah, we're all different… but maybe that's what makes us special.

(They pause, thinking. Then they all smile.)
Right Angle: Hmph. I suppose… geometry needs all of us.
Obtuse Angle: (nodding) True. From sharp to wide, we all have a place.
Reflex Angle: (posing proudly) And together, we make math… flexible!
Acute Angle: (grinning) Or should I say… angle-tastic!

(They all laugh. Lights fade. Curtain closes.)

R4.3.1.B. Monologue 'Zero to Hero'

Generated with ChatGPT -5, by Natasha Gomes, CC BY.

[After you finish reading this script, click here to return to subsection 4.3.1]

(Begins with a weak vice)
"I am Zero. Just a round circle, empty inside. Nothing at all. When people count, they pass me by - one, two, three - as if I don't exist. I feel invisible, forgotten, useless. Sometimes I wonder: what am I for? A number that isn't really a number? A shape with no value?"

(pauses, softer voice)
"But then I see the truth. Without me, ten would just be one. A hundred would be a mess. Even infinity would fall apart. I give space, I give balance, I give meaning. I am the middle between plus and minus, the point where everything evens out."

(stronger voice)
"Yes, I may be nothing. But I am also everything. In my nothingness, there is room to create. In my emptiness, there is power. I am Zero- the circle that holds it all, the silence that matters, the nothing that gives weight to everything else."

Annexure IV : Glossary of Terms

Activity-Based Learning: An educational approach where learners engage in activities that require hands-on and experiential learning.

Characterization: The process of creating and portraying a character, including their personality, emotions, and motivations.

Collaborative Learning: An instructional method where learners work together to achieve a common goal.

Compassion: The ability to understand and feel for others' experiences and challenges. In dramatisation, it involves relating to characters' emotions and situations.

Creative Expression: The use of imagination and original ideas to create something, such as a script or performance.

Critical Inquiry: An approach that involves questioning, analysing, and evaluating information to develop deeper understanding.

Contextual dramatisation: Presenting a scene or event in a way that accurately reflects the historical, cultural, or scientific context.

Dialogue: A conversation between two or more characters within a dramatisation.

Drama Integration: Using dramatic techniques to explore and teach academic content.

Dramatisation: The act of adapting a concept or story into a performance, incorporating elements like dialogue, monologue, and narration.

Empathy: The ability to understand and share the feelings of others, crucial in dramatisation for portraying characters authentically.

Engagement: Active involvement and participation in learning activities.

Experiential Learning: Gaining knowledge through experiences and practical application.

Humanization of Concepts: Making abstract ideas more relatable by presenting them through human characters or narratives.

Mindfulness: Being fully present and aware of one's thoughts, feelings, and environment, encouraged through reflective dramatisation activities.

Monologue: A long speech by a single character, expressing their thoughts aloud.

Narration: The act of telling a story or describing events, often interspersed with dialogues or monologues in Dramatisations.

Performance: The act of presenting a dramatisation in front of an audience.

Perspective Taking: The ability to understand a situation from another person's point of view, a key skill developed through role play and dramatisation.

Plot: The sequence of events or actions in a dramatisation.

Prompt: A cue or question that encourages reflection or response, often used to guide learner participation.

Reflection: The process of thinking critically about one's actions, thoughts, or feelings, particularly after a dramatisation activity.

Role Play: Acting out the part of a character or historical figure to explore specific situations or concepts.

Script: The written text of a dramatisation, including dialogues, monologues, and stage directions.

SEL (Social-Emotional Learning): Educational practices that focus on developing skills such as empathy, mindfulness, critical inquiry, and compassion.

Staging: The process of planning and organizing the performance, including acting, props, and setting.

Storytelling: The art of narrating a story, which can be done through dramatisation to make academic content more engaging.

Theme: The central idea or message presented.

Voice Modulation: The variation of pitch, tone, and volume to convey emotions or emphasize certain parts of a dialogue or monologue.

Annexure V. Deep Dive for Further Learning

Social Emotional Learning for Educators

Online course by UNESCO MGIEP titled ***The Social Emotional Educator - a Primer***
https://www.framerspace.com/course/r3yZyl7u19-sel-for-schools-short/?cid=6423f15e52c6e51927d969b0

Online course by UNESCO MGIEP titled ***SEL For Schools***
https://www.framerspace.com/course/F3ria_Dml-sel-for-schools-jnv-sel-for-schools/?cid=6110a993e77be54a5f8715e4

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Open Pedagogical Practices

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Annexure VI. Note on Modification after Review received in August 2025

As you may have already seen on the credits' page, this handbook is the result of not just one author's effort, but of a generous community of reviewers who left 191 thoughtful comments on the draft. Their invaluable feedback helped fine-tune this Open Educational Resource and strengthen its place in the Open Movement.

- 70% of the comments focused on **grammar, typos, punctuation, spacing**, and suggestions for **smoother phrasing** to align what one reviewer called the *"voice of the document."* I accepted most of these changes, though in one instance I deliberately chose a more colloquial style "Who is the book for" instead of "Whom is the book for" to stay true to the tone of this handbook. Special thanks to Andrew de Sousa, Anthony Gomes, Tejinder Kaur, Lareina D'Souza, Lynn Marie Dias, Subha Das Mollick and Mrinalinii Mehra for their sharp eyes in eliminating typos, clarifying sentences, and keeping ambiguity at bay.
- 23% of the comments addressed **layout and accessibility**, fixing hyperlinks, adjusting QR code sizes, and ensuring the document worked seamlessly both online and offline.
- 7% of the comments suggested **adding examples, restructuring certain sections, and strengthening clarity**. A special thank you to Dhairya Pandya for thought-provoking inputs that led to new additions to make this resource richer and more practical. While I have incorporated most inputs suggested by reviewers, in one case, I chose to retain my initial structure in Edition 1 of the book.

In addition to these comments on Google Docs, all 18 reviewers provided feedback on 10 review criteria, offering insights that further improved both content and usability.

This handbook, therefore, carries the fingerprints of many contributors and I'm deeply grateful for the collective effort that shaped it.

Annexure VII. Call for Reviewers

This feedback form is adapted from B.C. Open Textbooks Review Rubric which is a derivative of the Peer Review criteria used by Saylor Academy and review rubric by College Open Textbooks , CC BY 4.0. The feedback is available Google Form or you may also add the comments in the Word format and sent it to natashamariagomes@gmail.com.

Are you passionate about meaningful teaching and learning? We're looking for thoughtful reviewers to give feedback on our OER handbook. Your insights will help us refine and improve this resource for the wider community. Reviewers will be featured in the Credits section of the updated version of the handbook as a token of our appreciation. Join us in making this a more useful, creative, and collaborative guide for educators everywhere!

Reviewer's Information

*Your name as stated below will be featured in the Reviewers' Credits section of the final handbook, **unless you explicitly request to remain anonymous**. Other details, such as your domain expertise and years of work experience, will be used solely for research purposes. If reviewer insights are cited in presentations or publications, **all personal data will be anonymised**. Your personal information will **not be shared with any third party.***

Your name:
Your email :
If applicable add our title/position, affiliation/institution, your domain expertise and years of work experience:
If this review is the result of a collaboration with others? Indicate

- Collaborator name(s):
- Collaborator positions and affiliations:

Do you want your name (and those of your collaborators) to be included in the credits page of the handbook? Yes/ No

Review Criteria

This handbook is evaluated based on 10 key criteria. For each criterion, you will find:

- A **checklist** to help you assess specific aspects,
- A **rating question** (1 = Very Poor to 5 = Very Good) to evaluate the overall quality, and
- An **open-ended question** for any additional comments and suggestions.

1. **Comprehensiveness**
    a. **Bold or highlight in green the statements that apply.**
        - Covers all areas and ideas of the subject
        - Includes helpful index and/or glossary

- Scope is appropriate for the course level

b. **How would you rate the book's overall comprehensiveness?** *(1 = very poor and 5 = very good).*

c. **Comments/suggestions**

2. **Content Accuracy**

a. **Bold or highlight in green the statements that apply.**

- Content is factually correct
- Diagrams, tables, and images, supplementary materials are accurate
- No noticeable bias
- No factual or technical errors

b. **Overall, how would you rate the accuracy of the content?** *(1 = very poor and 5 = very good).*

c. **Comments/suggestions**

3. **Relevance/Longevity**

a. **Bold or highlight in green the statements that apply.**

- Content is current
- Unlikely to become outdated soon
- Easy to update in future versions

b. **Overall, how relevant and future-ready is the content of the handbook?***(1 = very poor and 5 = very good).*

c. Comments/suggestions

4. **Clarity**

a. **Bold or highlight in green the statements that apply.**

- Language is clear and easy to understand
- Jargon/technical terminology is explained
- Adequate context, examples, and explanations are provided

b. **Overall, how do you rate the clarity of the handbook?** *(1 = very poor and 5 = very good).*

c. Comments/suggestions

5. **Consistency**

a. **Bold or highlight in green the statements that apply.**

- Terms are used consistently throughout
- Concepts follow a coherent framework
- Formatting and style remain uniform

b. **How do you rate the overall consistency of the handbook? *(1 = very poor and 5 = very good).***

c. Comments/suggestions

6. **Modularity**

a. **Bold or highlight in green the statements that apply.**

- Apart from chapter 1, the chapters on art forms can be used independently
- Is adequately divided into smaller sections
- Each section works independently

b. **Overall, how would you rate the modularity of the text?** *(1 = very poor and 5 = very good).*

c. Comments/suggestions

7. **Organisation/Structure/Flow**

a. **Bold or highlight in green the statements that apply.**

- Topics are presented in logical order
- Transitions between topics are smooth

b. **Overall, how would you rate the organisation/structure/flow of the text?(***1 = very poor and 5 = very good).*

c. Comments/suggestions

8. **Interface**

a. **Bold or highlight in green the statements that apply.**

- Navigation is easy and intuitive
- Images and tables display correctly
- No major formatting or tech issues

b. **Overall, how would you rate the handbook's interface? (***1 = very poor and 5 = very good).*

c. Comments/suggestions

9. **Grammatical/Spelling Errors**

a. **Bold or highlight in green the statements that apply.**

- No noticeable spelling errors
- Grammar is correct and consistent
- Sentences are well-constructed

b. **How would you rate the grammar and spelling of the text? (***1 = very poor and 5 = very good).*

c. Comments/suggestions

10. **Diversity and Inclusion**

a. **Bold or highlight in green the statements that apply.**

- Inclusive of different cultures and identities
- Avoids offensive or biased language
- Acknowledges diverse perspectives

b. **Overall, how do you rate the diversity and inclusion of the text? (***1 = very poor and 5 = very good).*

c. Comments/suggestions

11. **Recommendation: Would you recommend this handbook to educators?**

Yes / No / Maybe [If no or maybe, please explain]

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Credits

This handbook was adapted from a 3-hour course for teachers on Social Emotional Learning titled **Keep Calm and eXpress yourself!** developed by Ajita Deshmukh, Natasha Gomes, Daisy Wadhwa and Ilavenil K in 2022.

The following resources are presented in the order of appearance in the handbook.

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Chapter 1: SEL: The Heartbeat of Learning

Social and Emotional Learning: The Arts for Every Classroom (2021), by KET Education, CC BY NC ND

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Doodlers, unite! (2011) by Tedtalk by Sunny Brown. CC BY NC ND
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Doodles 3 for Sample lesson plan conceptualised by Ajita Deshmukh and illustrated by Natasha Gomes, CC BY 4.0

Chapter 3: Keep Calm and Jam On

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Chapter 4: Keep Calm and Play On

The Easiest Monologue in the World! All Emotions in 1 Minute! (2019) by Osama Romoh.
As You Like It - Shakespeare Opening Monologue (Orlando) (2027) by SuperSonic Baroque. Youtube CC Licence.
B20 Dialogue 20 Work (2017) by NCERT Official. Youtube CC Licence.
Mangoes (2022) by NCERT Official. Youtube CC Licence.
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Monologue 'Zero to Hero'(2025) by Natasha Gomes. CC BY
Monologue- Marie Curie (2020) by Synora Dcosta. CC BY NC SA

Concluding Comments: Keep Calm and Share!

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Connect, Create, and Inspire: Bring SEL to Life!

This handbook is your **go-to guide** for transforming everyday lessons into **dynamic, engaging, and meaningful** learning experiences through the integration of **doodling, music and drama** in **subjects in school.**

Rooted in the **principles of empathy, mindfulness, critical inquiry, and compassion** (EMC^2) developed by UNESCO, MGIEP, it offers practical strategies, imaginative activities, and insightful reflections to help learners **connect emotionally with academic content.**

Whether you're teaching science through role-play or history through monologues, this resource **empowers you to foster creativity, collaboration, and deeper understanding**: all while keeping your class buzzing with excitement.

Ready to keep calm and steam ahead ? Dive in!